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THE ROLE OF THE ASSISTANT PRINCIPAL
IN A LARGE COMPOSITE HIGH SCHOOL

BY



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "The Role of the Assistant Principal in a Large Composite High School" submitted by David Jonathan Collett in partial fulfilment of the requirements for the degree of Master of Education.

SHORT ABSTRACT

The purpose of the study was to provide an elucidation of the developing role of the assistant principal in the large composite high school, and by so doing to explore the feasibility of comparing role prescriptions, role perceptions, and role enactment in order to identify role problem areas. The study was confined to one large urban high school. In addition to the six assistant principals, the principal, teachers and central office line administrators were involved. Data were collected through a Q-sort questionnaire which involved the rating of 61 administrative tasks (judged representative of the administrative tasks of a large composite high school) in terms of (a) the nature of administrative action, (b) the relative degree of importance placed on each task, (c) the relative degree of responsibility held in each task, (d) the relative amount of time spent on each task. The 61 tasks were divided into eight categories.

The study found that tasks related to teachers were generally rated highest in the prescribed and perceived roles, while tasks related to students were rated highest within the operational role. Tasks related to school plant and office and clerical work were generally rated low. The largest number of tasks were prescribed to be dealt with as delegator, perceived to be dealt with as decision maker, and operationally dealt with as implementor. The prescribed and perceived roles showed highest correspondence. However, the operational role corresponded more to prescriptions than to role perceptions. Disparate ratings of tasks were found mainly in tasks related to students, teachers, and curriculum and special services.

ABSTRACT

The purpose of this study was two-fold. Due to the increase in size of the composite high school and the corresponding increase in the number of assistant principals, the study sought to provide an elucidation of the developing role of the assistant principal in the large composite high school. The accompanying aim of the study was to explore the feasibility of comparing role prescriptions, role perceptions, and role enactment in order to identify areas of: (a) ineffective role fulfillment, (b) role conflict, (c) organizational or situational factors preventing role fulfillment.

The study was confined to one large urban composite high school. The sample consisted of six assistant principals, the principal, two central office line administrators, and 18 randomly selected teachers drawn from the administrative jurisdictions of the assistant principals.

Data were collected through the administration of a Q-sort instrument. Sixty-one administrative tasks divided into eight categories were judged representative of the administrative tasks of a large composite high school. A complete response to the instrument involved the rating of the 61 tasks within each of four frames of reference, namely: (a) the nature of the administrative action, (b) the relative degree of importance placed on each task, (c) the relative amount of time spent on each task. Separate responses were obtained in order to describe (a) role prescriptions, (b) role perceptions, (c) role enactment.

The study found that the prescribed role of the assistant principals emphasized administrative tasks related to teachers. Tasks related to students, and curriculum and special services were also rated high,

while tasks related to school plant, office and clerical, and extra-curricular activities were rated low. Role prescribers indicated that the largest number of tasks should be dealt with as a delegator.

Within the perceived role, the ratings of the incumbents emphasized tasks related to teachers and curriculum and special services. Tasks related to students were also perceived high, while very low ratings were reported for tasks related to school plant and office and clerical. As reported by the role incumbents, the largest number of the tasks considered should be dealt with as decision maker.

A combination of the responses of role incumbents (reporting on their role as it existed) and role observers showed a predominantly high rating of tasks related to students. However, tasks related to teachers were rated above the mean of the task ratings. Tasks related to school plant and office and clerical work were rated low operationally. Assistant principals were reported to be operationally involved as implementors in the majority of tasks.

A comparison of the prescribed, perceived, and operational roles revealed that the prescribed and perceived roles showed highest correspondence. The operational role was found to correspond more to role prescriptions than to role perceptions. Nevertheless, the three role systems were found to correlate in the range of .66 and .86 on the facets of time, importance and responsibility. Tasks related to teachers showed greatest variance when the nature of administrative action was compared across the three role systems. In general, tasks related to students were found to be operationally higher than they were prescribed or perceived, while tasks related to teachers were operationally lower than prescribed or perceived.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS

I. INTRODUCTION

The large composite high school, with 1,500 or more students, has appeared on the Alberta educational scene within the last decade. According to the records of the Department of Education, there were three schools of 1,000 or more students in 1956. Early in 1968, spurred by increased Federal and Provincial financial aid to Vocational Education installations, the number of composite high schools of over 1,000 students had increased to twenty-four, ten of which had enrolled over 1,500 students.¹ It is not uncommon for the large composite high school to have four to six assistant principals.

Interest in the developing roles of the assistant principals has been evident in the literature. Jarret (1958, p. 28) noted:

The increasing complexity of school population, organization, and curricula has created a need for additional administrative personnel to aid the principal in his duties The development of the role of assistant principal has apparently followed no systematic pattern, depending rather upon expediency than upon careful planning.

Shelton (1964) reported, "many assignments are being given to them, but even school districts which have employed vice-principals for years seldom have a specified listing of duties." Davis and Moore (1965) wrote:

¹These figures are the result of a search by the investigator into files made available by the Department of Education, Government of Alberta.

While there is a degree of agreement about the responsibilities of the principal, the assistant principalship in our secondary schools have evolved without an adequate sense of direction or underlying philosophy. The assistant principal's duties and responsibilities have developed, not from adequate planning, but from various duties too often delegated on the basis of expediency rather than sound principles of personnel administration.

In view of the concern cited above, and of the possibility that a different role was evolving for the assistant principal of the large composite high school from that which had heretofore existed in Alberta, it was considered worthwhile to examine the nature of this evolving role.

II. THE PROBLEM

The purpose of the study reported here was to provide an elucidation of the role of the assistant principal in a large composite high school. Concomitantly, it was undertaken to explore the feasibility of a micro analysis of roles and to examine the relationship of the facets of investigation.

Specifically, answers were sought, through a study of one large composite high school, to the following problems and sub-problems:

On Role Elucidation

1. What was the nature of each assistant principal's role, and what general role description would most closely fit all of the assistant principals in terms of:
 - (a) role prescription?
 - (b) role perceptions?
 - (c) role enactment?

2. What was the extent of consensus of those asked to describe the role prescription and the role enactments of each assistant principal?
3. What were the relationships of the various roles, described in terms of:
 - (a) the extent of agreement in comparing the role prescriptions, role perceptions, and role enactment?
 - (b) the extent of consistency of each descriptive item used in the description, when the role prescriptions, role perceptions, and role enactments were compared?
 - (c) the extent of correspondence of the various individual assistant principals' roles?

On Methodology

1. What descriptive items could be used to describe the roles of the assistant principals?
2. What was the degree of correspondence of the facets¹ of investigation used within the study?

III. BACKGROUND TO THE PROBLEM

In Alberta, prior studies dealing with the role of the assistant principal were conducted by Enns (1959), McLeod (1959), and Fenske (1963). The study conducted by Enns centered on non-urban areas, in an attempt

¹The term "facet" is used to refer to a phase or aspect of the investigation centering on a particular frame of reference in analyzing role behavior with respect to a set of administrative tasks. Further clarification is provided on page six.

to determine the administrative value of vice-principals and the effectiveness of the office in training future leaders. In analyzing the data, Enns reported that, "as presently conceived, the position neither provided adequate assistance for the principal, nor effective training for teachers preparing for school leadership." McLeod's study, while conducted in urban centers, dealt with the definition of the assistant principal's duties in elementary and junior high schools. In each case, the studies dealt with smaller and less complex schools and, therefore, with fewer administrative personnel than the school dealt with in the study reported here. The study reported here and outlined in chapter three examines the assistant principals' roles in a large composite high school and, in addition, explores the relationships of the roles of the various assistant principals.

Definition of Terms

Assistant principal. Much of the literature points to the diversity of titles held by the "one next in command to the principal." Some authors refer to the "vice-principal," some to the "administrative assistant," others to the "dean of boys (or girls)," while still others use the term "assistant principal." The term assistant principal is used in this study. However, the concept is somewhat broader than the "next in command," for the term as used here refers to the next subordinate level of administration to the principal, even though one assistant may be appointed to act in the absence of the principal.

Role. The understanding of roles within organizations may be better realized when analyzed in terms of three systems. Figure 1 identifies three role systems and the various terms used throughout

ROLE SYSTEM	DEFINITION	REPRESENTED IN TERMS OF
P R E S C R I B E D	<u>official</u> : pattern of behavior prescribed by superordinates and subordinates, specifications or rules for governing conduct in an organization. <u>informal</u> : "pressures" indicative of expected conduct, brought to bear by both superordinates and subordinates,	Duty: acts, activities, operations, responsibilities, "TASKS" expected of a person by virtue of his position.
P E R C E I V E D	"thoughts," concepts or perceptions formulated within the individual from perceptions of expectations and personal expectations, which serve to organize behavior responses.	Value placed on tasks in order to fulfill personal role goals.
O P E R A T I O N A L	the function performed by the individual in a particular situation.	Performance: the carrying out of "TASKS" in the line of duty.

FIGURE 1

A FRAMEWORK FOR ORGANIZATIONAL ROLE STUDY¹

¹The framework for role study outlined here is an adaption of the approach advanced by Bruce Biddle in Cooper et al. (1964, Chapter 10).

the study in relation to these systems.

Task. Various terms are used throughout the literature to identify differing forms of energy expended by the assistant principal in the discharge of the requirements of his office. Such terms as "duties," "responsibilities," "activities," and "tasks" are used in studies reported in chapter two of this study. The term TASK was arbitrarily chosen to represent the full range of connotations and denotations represented by the above terms.

Facet. Four of the more frequently used modes of describing the performance of administrative tasks deal with: (a) time consumption, (b) degree of responsibility held, (c) importance placed on the task, (d) the nature of administrative action in dealing with the task. The term facet is used to refer to the four phases of the research instrument dealing with the above modes of description.

Nature of administrative action. One of the facets of investigation sought to describe the manner in which an administrator dealt with an administrative task. "Sub-facets" of this phase of investigation described administrative action in terms of: (a) delegating, (b) implementing, (c) decision making, (d) suggesting, or (e) not involved. The nature of administrative action facet was adapted from Michaels (1965), who suggested the existence of common denominators in the tasks performed by assistant principals and hypothesized these to be implementor, decision-maker and suggestor. The two other sub-facets of "delegation" and "not involved" were added by the researcher.

IV. SCOPE OF THE STUDY

The study reported here was limited to one large urban high school. Generalizations of the role descriptions or relationships to other schools in different settings cannot be construed. The extent to which the study has applicability to other settings lies primarily in the method of investigation used.

While the assistant principal was the focal point of the study, factors of the environment of the assistant principal which were considered to have important effects upon the development and the execution of his role were necessarily included; specifically, perceptions and attitudes of the personnel close to the assistant principal, both above and below in the hierarchial structure. Therefore, both superordinates and subordinates were included within the scope of the study, insofar as their contribution was required toward the definition of the three systems of the role of the assistant principal. Persons participating in the study were the principal, randomly selected teachers, central office line administrators, and six assistant principals. No attempt was made to include other possible outside groups, such as the Alberta Teachers' Association, Home and School Associations, parents.

V. SIGNIFICANCE OF THE STUDY

Organizational behavior is affected in many ways by factors identified within role theory. Harris (1963, p. 37) suggested that, "perhaps the most common source of problems of staff relations is to be found in the failure to delineate the job functions of staff members." Dealing with

the concept that adequate communication is essential in large organizations, Henderson (1967) reported that failure to define roles sufficiently results in barriers which impede communication. Henderson further suggested that comprehension of roles is necessary to carry out fully the responsibilities involved.

The need for role definition of assistant principals was observed by Boardman et al. (1946): "It is quite desirable and important that we have a more adequate description of this office in terms of activities, duties and responsibilities." Later, Goddard, (1962) writing in the Bulletin of the National Association of Secondary School Principals, claimed that:

Continued review and refinement of the assistant principal's role in the administrative scheme is important . . . additional study is needed to determine the emerging professional role of the assistant principal.

In addition, determination of role definitions that are being made by teachers and superordinates and the examination of their consistencies and differences can identify problem areas in terms of conflict of expectations by role definers. Steps could then be taken to eliminate those differences. Misperceptions, or conflict with personal expectations as well as deviant enactments of perceptions, due possibly to pressures of the situation, can be identified by examining the role prescriptions in relation to perceptions and enactments.

Harris (1963, p. 134) suggested:

It is essential to be fully aware that each person's behavior is a product of what he is, the job he perceives, and the situation he faces. It is then possible to change the way staff members work together by exerting leadership which influences the major factors involved.

Therefore, information gathered by close examination of the various role systems could be used not only to improve staff relations and communication and lead to greater fulfillment of responsibilities, but also to indicate areas in which leadership attention should be focused on changing behavior or changing prescriptions of behavior. In this way, overall functioning of the organization as well as the individual fulfillment of a position could be improved.

Significance Of The Approach

The study reported here was distinctive in three aspects and may hold promise of adding information useful in gaining better understanding of the operation of the large composite high school. These aspects were:

1. A study of one administrative sorting, allowing a wider attention to detail than a broader study.
2. The application of three role systems to the study of the role of the assistant principal.
3. The application of the Q-methodology to a role study of assistant principals.

VI. ASSUMPTIONS AND LIMITATIONS

Assumptions upon which the study was based can be considered in terms of theoretical bases of the study and of various factors involved in the conduct of the investigation.

Theoretical assumptions. It was assumed (discussed in chapter two) that organizational behavior is, in large part, a product of personal traits, situational factors, and perceptions of role expecta-

tions. It was further assumed that knowledge of such factors would be useful, in that it is possible to change behavior by initiating changes toward these factors, with careful examination of the factors being required prior to the initiation of effective changes. Finally, it was assumed that role studies can examine expectations, perceptions, and behavior.

Operational assumptions. A basic assumption of the study was that reported expectations, perceptions of the expectations, and perceptions of behavior were genuine and honest responses.

Limitations. Just as perception plays a great part in the organization of the role, so too perception is paramount in the reporting of the role by respondents to the questionnaire. Factors influencing perception have been dealt with in detail by such authors as Litterer (1965). The study reported here was limited, in that its basis was the perception of the respondents, and therefore was liable to all the confounding factors referred to by Litterer. Nevertheless, in view of the fact that these perceptions were themselves so much a part of the organizational environment under study, they were considered a necessary part of any enquiry into organizational behavior. (See also Appendix C)

VII. FORMAT OF THE RESEARCH REPORT

The preceding pages have outlined the nature of the problem and dealt with some of the necessary delimitations of the study. Chapter two presents a review of related literature in three parts, dealing in turn with: (a) studies concerning the assistant principal, (b) role theory, (c) Q-methodology. Chapter three outlines the design of the

study, reporting on instrument development and methods of data collection and presentation, as well as on statistical treatments used.

The presentation of the data is divided into four chapters, dealing in turn with: (a) the prescribed role, (b) the perceived role, (c) the operational role, (d) role comparisons. A summary of the findings of the study is presented in chapter eight, while chapter nine deals with the implications and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Reports of studies of the assistant principal, writings which explicated role theory and the role situation, and reports on Q-methodology were studied in order to permit the researcher to design the study and develop an instrument. A review of the more pertinent pieces of related literature is presented in the following paragraphs.

I. THE ASSISTANT PRINCIPAL

Due to deeply imbedded social forces (Harlow 1957), which led to increased responsibilities of the principal, assistance was initiated to offer some relief. One of the earliest studies of these assistants was conducted in 1926 by Charles Van Ewan, whose work is referred to in most administrative texts. Van Ewan found that the duties of the principals' assistants were mainly clerical tasks and supervision of extracurricular activities, as was also reported by Boardman et al. (1946).

One pertinent factor pervades all of the literature dealing with the development of the assistant principalship. This has been identified by Goddard (1962) as being the fact that the "total responsibility for the school rests with the principal." It is debatable whether this is an element unique to education, for surely the same applies to the head of any organization. However, the literature seems to suggest that the result of this responsibility is different in education. For example, this suggestion is evident in an article in the School Review entitled

"Please Ask Mr. Smith To Come In," where it is reported that the assistant principal may be partly responsible for many things, but not completely responsible for anything. (Vol. LXII, No. 2, February 1954, pp. 70-71).

Development And Trends

Gilbert (1957) reported that the assistant principal had evolved from being a disciplinarian and clerk to being a person involved in organization, administration, and supervision. Most studies of duties and tasks, to be dealt with later, uphold Gilbert's interpretation of this trend. However, according to Harlow (1957) and Laughery (1959), this development of duties evolved in a haphazard manner, with responsibilities usually assigned by the principal in an ad hoc fashion.

Purposes Of The Position

Two, sometimes conflicting, purposes for the assistant principalship are evident in the literature and deserve notation. Kyte (1952) and Laughery (1959) identified the conflicting purposes as (a) more effective administration and (b) an in-service training experience to provide for continuity of leadership. These are not mutually exclusive purposes. However, emphasis on one or the other will have its effect on what duties and responsibilities are assigned to the assistant principal. Further, this emphasis would also be a factor influencing the selection of persons to be appointed to the position of assistant principal.

To offer a more complete "raison d'être" for the assistant principal, the following points summarize the reasons advanced by Barrett (1955) for the existence of the position of assistant principal:

1. A training ground to provide continuous professional leadership.
2. Relief for the principal from certain duties.
3. The provision of additional facilities and personnel for counselling teachers, students, and parents.
4. Conservation of school funds through closer control of supplies and equipment.
5. Increasing the scope of the administrative group.

Basis For Grouping Responsibilities Of Assistant Principals

One of the basic problems in grouping responsibilities seemed to be, according to Michaels (1965), that " . . . it is extremely difficult to define clearly the assistant principal's authority," as he often is both a line and a staff officer. The literature identifies five possible ways of dividing responsibilities among assistant principals:

1. Ad hoc division. While advocated by none of the writers, this practice nevertheless seems to be followed by many. (Davis & Moore, 1965).
2. Administrative processes. This method, advocated by Harlow (1957) would result in placing assistant principals in charge of: (a) planning, (b) materials resources, (c) personnel resources, (d) evaluation.
3. Processes within the school. As a basis for dividing responsibilities, this method can lead to two approaches:
(a) Wallace (1961) advocated division of (i) guidance, (ii) curriculum and instruction, (iii) business and pupil

activities. (b) Corbally et al. (1961) advocated division of (i) academic, (ii) vocational, (iii) general.

4. Persons served. This is the basis of the "school within a school" plan advocated by Shelton (1964). This is essentially a grade-level way of dividing responsibilities.
5. Purpose. Organization according to purpose is the basis of division advocated by Austin et al. (1962), who would define the purpose of education as health, citizenship, leisure time, and lifework and suggest an organization with subdivisions defining jurisdictions in these areas.

Task Areas Identified

Task areas (general areas for assignment) have been identified by a number of writers. In each case, these have been categories set up to facilitate the study of the duties and responsibilities of the assistant principal(s). Under these categories, vast and diversified listings of tasks have been identified by the various writers. These lists have been recorded and studied in order to develop the instrument to be used in this study. A listing of all the tasks identified by each of the writers would serve no worthwhile purpose at this point; however, a review of some of the general categories or task areas identified in the literature is presented here.

Corbally et al. (1961) showed five major task areas: (a) instructional leadership, (b) pupil personnel, (c) staff personnel, (d) finance and facilities, (e) school-community relations. Weiss (1963), Pfeffer (1955), and Laughery (1959) each showed six major areas which vary somewhat but can be closely approximated by the following:

(a) pupil personnel, (b) staff personnel, (c) plant management, (d) community or public relations, (e) educational leadership and/or supervision, and (f) curriculum. Other studies and reports--Edmondson et al. (1965), Boardman et al. (1946), Bauer (1957), Goddard (1962), Long (1957), Martin (1958)--each showed various ways of dealing with the administrative duties and responsibilities that may or may not be delegated to the assistant principals in the school. Duties listed are generally in the areas of pupil accounting, curriculum administration, school control, guidance, extracurricular activities, records and reports, developing and improving instruction, stimulating research and professional growth, etc.

While much of the literature referred only to whether assistant principals deal or do not deal with certain tasks identified within these general categories, some writers offered ideas of identifying the extent or the nature of the administrative action toward the tasks for which they are assigned responsibility.

Most of these reports, such as Pfeffer (1955), Long (1957), Weiss (1953), Boardman et al. (1946) dealt with three phases of this administrative involvement:

1. The extent or the degree of responsibility as represented by such continua as "personal--shared--delegated" or "major--equal--minor--none,"
2. The frequency or the regularity with which they deal with the various responsibilities as represented by such continua as "often--occasionally--seldom," and

3. The amount of time involved as indicated in several studies as percentages.

Michaels (1965), however, suggested that, regardless of the "duties," there exist three "roles" which he terms as common denominators of administrative action. These common denominators can be considered as another way of viewing the nature of the administrative action by an assistant principal and are identified by Michaels as Implementor, Decision Maker, and Suggestor.

II. ROLE THEORY AND PERCEPTION

The object of the discussion that follows is to present some of the basic concepts used in the study of roles in order to examine the interlocking relationship with the study of perception, and consider some examples of role theory. Implications for, and examples of application to administrative studies will then be examined.

A Paradigm Of The Role Situation

Brief summaries of various concepts within role theory are shown in relationship to each other in a paradigm developed by the researcher and presented in Figure 2.

One element of role study is the prescription or expectations of significant others. These expectations, in organizational study, may be divided into official prescriptions and expectations of reference groups which are projected toward a positional incumbent. The projection of these expectations, as well as the accompanying rewards, may be directed towards the position or the individual. The nature of the projections is, therefore, to some extent dependent upon the particular incumbent.

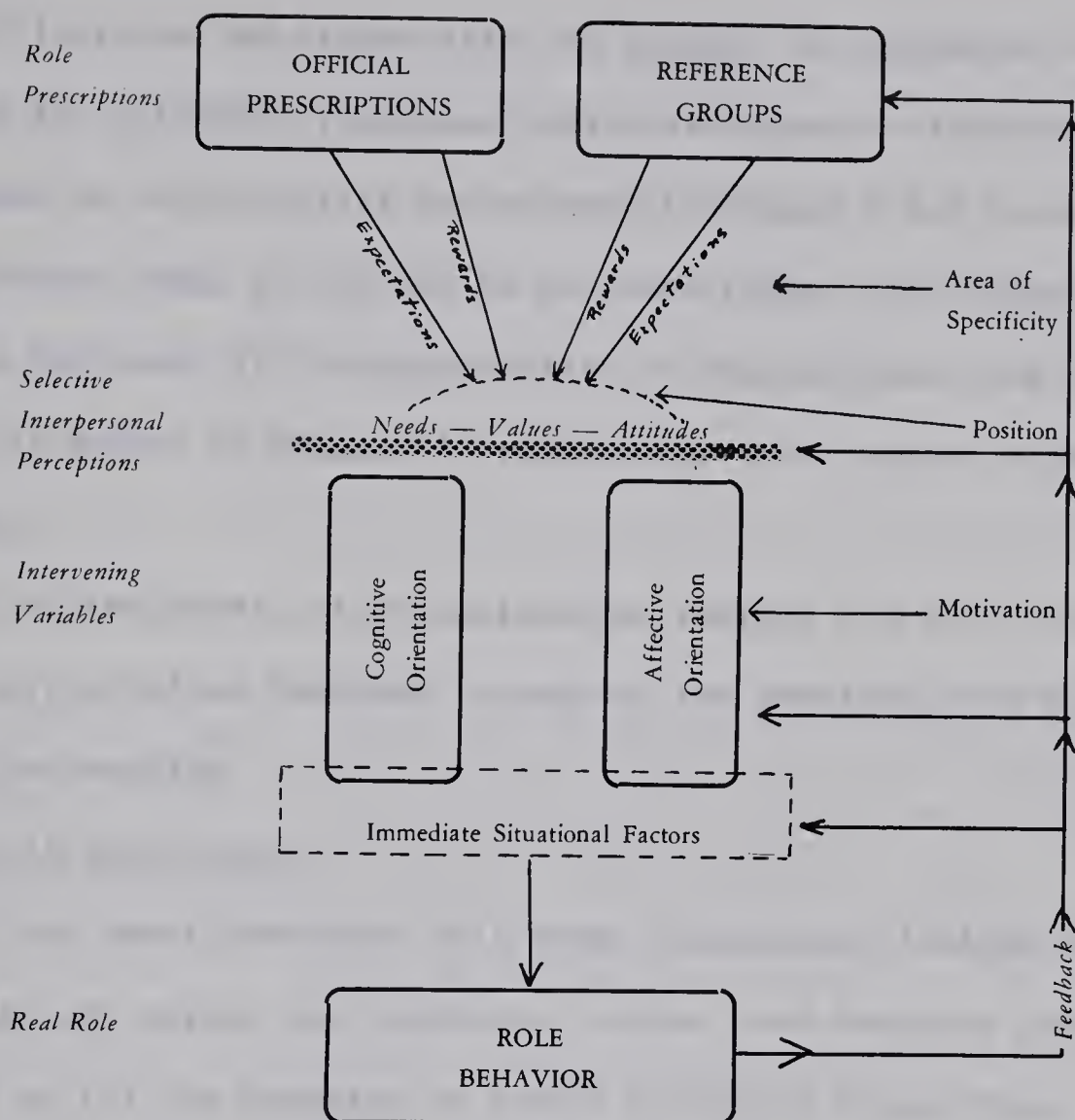


FIGURE 2

A PARADIGM OF THE ROLE SITUATION

The projections of role expectations are then "filtered through the needs, values, abilities, and the idealized version" of the incumbent (Abbott 1965, p. 9). Such a process was referred to by Getzels (1958, p. 155) as "selective interpersonal perception" and is developed further in the following section. Three variables in role perception were identified by Sarbin (1964, p. 225) to include (a) validity of perceptions, (b) skill in role enactment, and (c) the current organization of self. The segment of role study referred to here has been labelled by Abbott (1965, p. 8) "intervening variables" or "mediating

functions" to roles and broken into two groups, (a) cognitive orientations, and (b) affective responses, which are equated with motivation.

Areas of role conflict are evident in Figure 2 and according to Ivey and Robin (1966, p. 30) may be of three types: (1) disagreement among role definers, (2) incompatibility of expectations from different sources, (3) excess of demands in relation to role takers' capacity or personality.

Out of the above interrelationships emerges the role behavior, which in turn provides feedback to each of the previous role elements shown in the paradigm.

Perception In Role Theory

For the short time that role study researchers limited their scope to include either (a) attitudes, values, and behavior prescribed by society or (b) the behavior of actors occupying a position, perception was not a manifest problem to role theorists. Today, however, it is generally accepted, as Newcomb et al. (1965, p. 330) point out, that role behavior is influenced both by the prescription or expectations of others and by personal preferences, abilities, and personality. In other words, the role incumbent perceives the many and varied expectations. This point was emphasized by Enns (1966, p. 1) who introduces his article with, "Administrative behavior, and reaction to administrative behavior, are bound on the perceptions of the persons involved." Further, Miklos (1963, p. 1) suggested:

It is fairly evident that the behavior of an individual is influenced not only by the central expectations held for

him, but also by his own perceptions of those expectations.

Role perceptions then, like other perceptions, are subject to certain situational factors which may or may not distort the intended role expectations (see Figure 2). Further, concepts which have been useful in understanding perception generally may also be important in the understanding of roles.

Osgood (1953) placed the situation clearly in perspective in the following statement:

Social perception involves the organization of information about persons and the attribution of properties to them often on the basis of only sketchy clues. These properties manifest constancy, in spite of observed variations, and are selectively attributed in the sense that they are influenced by the perceiver's psychological status. The processes by which information is organized are flexible; the same body of information is subject to patterning in different ways. (p. 193)

Application of perception in role considerations. Many factors affect perception, and perception can affect role behavior in many areas. Litterer (1965, p. 64) identified perception as involving selectivity, interpretation, and closure (similar to Osgood above) and indicated a number of factors which effect or "mold" perception, which included stress, group pressure, interactions, role reference group, organizational position, and reward system. It is interesting to note that this is a reciprocal relationship in that perception is in turn influenced by the role, both in the sense of a person's role affecting his perception and of a person's perception of another person being affected by the role of the perceived (Litterer 1965, p. 55).

Following are a few indicators of areas wherein perceived problems reported by Litterer (above), could affect role perception and

ultimately observed behavior.

The role incumbent. The area in which perception is most involved in role theory is in the conceptualization of the role by the incumbent. There are two basic areas where perception is involved. Firstly, as indicated in Figure 2, perception may distort the projected role expectations. Secondly, immediate situational factors, as perceived by the role incumbent, can overrule role perceptions and hence affect the resulting role behavior (Morin 1965, p. 18).

Role conflict. Knowledge of the process of perception can help explain such a problem as role conflict. Perceived lack of consensus in role expectations could be the result of distorted perceptions of the expectations of one group, influenced, for example, by the status of a role sender. Distorted perceptions lead to eventual incongruence between the role behavior and the expectations of the alter groups. Further, careful perceptions can aid an incumbent in the identification of expectations of more "crucial" groups from those which are less crucial (Miklos 1963, p. 6).

The role senders. Perception of past performance and of past position holders is one of the bases upon which members of reference groups formulate and subsequently project role expectations. In the ongoing interrelationships between role senders and role actors, feedback is continually being provided by way of perceptions of role behavior.

Communication. In that role expectations are communicated to role actors, the part that perception plays in adequate communication

will also be a factor in role behavior.

Implications For Studies In Administration

In reviewing the considerations in the preceding paragraphs, it was indicated that the usefulness of role theory for administrative studies may come within the following general areas:

1. Role theory and the concepts of perception can assist in the clarification of the expectations of role position.
2. Role theory can lead to a better understanding of the determinants of behavior in various administrative positions.
3. Role theory and further developments in the study of roles may lead to changing behavior by changing expectations.
4. Role theory and further developments may lead to ways of avoiding situations of role conflict, through role clarification or through sensitizing the role incumbent to the inadequacies and deficiencies of perception.

III. Q-METHODOLOGY

Q-methodology, according to Cronbach and Gleser (1957), "is not a single method." "It is a bundle of loosely related devices which can be separately adopted or rejected." Of the "technical inventions" proposed by Stephenson (1953), two stood out as having practical application for this study. Firstly, the obtaining of responses by card sorting, which, as Morsh (1955) observed, is better than "ratings" or "forced choice questionnaires" because it keeps each item before the participant and changes can be made in order as new items come up.

Secondly, the forcing of responses into a pre-established distribution (while attacked by Cronback and Gleser (1957) as discarding "possible important information about differences in scatter") was chosen because of the disadvantages of the unforced sort described by Block (1961). Block identified the disadvantages as:

1. Permitting personality tendency toward extremes to show through.
2. Allowing a tendency toward the "Barnum" effect, or a general huddling of ratings to appear in other cases.
3. Obtaining resultant unwieldy data.
4. Lacking in the requirement that the respondent deal with the interrelationship of the items.

In addition, the criticism of Cronback and Gleser is less applicable when a large number of pertinent items represent the universe to be studied, as observed by Morsh (1955).

The Q-technique seemed also to have particular application to the area under study when the remarks of Sheldon and Sorenson were considered. They suggested that when responses of two or more people are to be compared, or when the responses of one person are to be made on two or more occasions, the Q-technique offers a number of advantages.

The findings summarized in this chapter were utilized in planning the method of solving the problems posed in chapter one and in developing the necessary instruments and techniques to be used. The following chapter outlines the resultant design, instruments, and techniques used in developing the design of the study.

CHAPTER III

DESIGN OF THE STUDY

The research detailed below sought to develop techniques and instrumentation which would describe the prescribed role, the perceived role, and the operational role of assistant principals in one large composite high school. Twenty-seven persons were involved in the study--six assistant principals, three superordinates, and eighteen subordinates. The instrument developed for the study was administered to each respondent. The response entailed a sorting of 61 administrative tasks four times, once for each of the four facets¹ of investigation:

- (a) the nature of administrative action,
- (b) the relative degree of importance,
- (c) the relative degree of responsibility,
- (d) the relative amount of time consumption.

The current chapter reports on the development of the instrument, administration of the instrument, and the format used for role descriptions and role comparisons, and presents a description of the population and sample selection. Statistical procedures which were used are explained throughout this chapter.

¹The study included four aspects or frames of reference in the definition of the three role systems, (prescribed, perceived, operational) which are referred to in the study as "facets."

I. DEVELOPMENT OF THE INSTRUMENT

A review of various methodologies for information collection was made, and this was evaluated in chapter two. A type of Q-methodology was selected to be developed for the study reported here. The Q-method was selected primarily because it required the physical involvement of the respondents with the tasks under consideration. In addition, it permitted easy rearrangement of the tasks throughout the duration of the sorting process.

Due to the requirement of four separate sorts (one for each facet of investigation) by each individual, the amount of time demanded of the respondent became an important factor in the design of this study. An unforced sort would have required less time from each respondent; however, the disadvantages of the unforced sort reported by Block (1961)¹ led to its rejection.

A "forced" choice, therefore, seemed optimum. However, the normal forced-choice Q-sort requires discriminations over a nine-point distribution. The completion of four sorts of such length would have demanded an unreasonable amount of time from the respondents. Therefore, a modification of the normal nine-point distribution--a five-point scale with an approximately normal distribution of 4, 15, 23, 15, 4--was adopted for this study. The rationale for such a distribution was that it provided sufficient restriction to demand attention by the respondent toward the placement and interrelationship

¹See Page 21, Chapter Two.

of items, but it did not require so many discriminations as to make excessive time demands.

Developmental Procedure

The criterion for including items in the sort was that they be representative of the administrative tasks of a large composite high school. An initial list of possible tasks was drawn from related research and compiled by the investigator. After the removal of obvious duplications and the rewording of some items, a list of administrative tasks, arranged in eight categories, was submitted to four judges for scrutiny. Categories into which the tasks were divided were those related to: (a) students, (b) community relations, (c) curriculum and special services, (d) extracurricular activities, (e) office and clerical, (f) teachers, (g) school plant, (h) general management. The judges selected comprised two acting principals of large composite high schools, a central office administrative supervisor, and an assistant principal. (See Appendix C)

The list was discussed at length with each of the judges. Additions, deletions, and rewordings, as well as the placement of the items into categories, were considered. While the judges pointed out the existence of various possible ways of dividing the items into categories, the eight categories presented were accepted as valid. After this initial consideration by the judges, the addition of new items, and the completion of recommended changes, the list included a total of 114 items within the eight categories. On the verbal suggestion of the judges, the items were again considered by the investigator and re-written, in order that each item should cover more

breadth and that the number of items should be reduced to a more manageable size. The result of this rewriting was a total of 64 items.

The items were reviewed a second time by the judges, resulting in the suggestion that several of the items in the general management category should be rewritten. Thus, the number of items was further reduced to a total of 61. In this final assessment by the judges, other categories received changes in phrasing only. In all, each judge contributed approximately four hours of deliberation to the items under consideration. Table I summarizes by category the frequencies of the items as the instrument proceeded through development.

TABLE I

RECORD OF INSTRUMENT DEVELOPMENT ACCORDING TO TASK CATEGORY

Category	Prior to first scrutiny	After first scrutiny	After re- writing	After final scrutiny
Students	13	16	9	9
Community Relations	5	7	4	4
Curriculum & Spec. Services	8	12	7	7
Extracurricular Activities	8	10	5	5
Office & Clerical	8	10	6	6
Teachers	15	17	10	10
School Plant	6	10	5	5
General Management	25	32	18	15
Total	88	114	64	61

Pilot Interview

After the completion of the list of tasks, a pilot interview was arranged to test the tentative procedures for administration of the instrument. Minor problems of presentation became evident and were corrected.

During this trial, it became apparent that provision of a fifth choice, in the nature of administrative action sort, was necessary. Hence, it was at this point that the "not involved" choice was added to this first and only non-forced sorting of the items.

With these changes made, indications were that the instrument was ready for administration to the persons in the sample.

The CSAT Q-Sort¹

Items were individually printed with numerical codes on light weight bristol, two inches by three and three-quarters inches. For each set of cards a large folder was constructed out of heavy cardboard. (Appendix A includes a photograph of the instrument accessories along with a complete listing of the items and validation letters received from the judges). On one side, labelled boxes provided for assignment of the items to the nature of administrative action sub-facets. On the other side of the folder, slotted pockets were constructed in each respective category for the required 4, 15, 23, 5, 4 distribution of the 61 items. Signs reminding the respondent of the particular frame of reference or "facet" under consideration, along

¹For ease of reporting, the instrument developed has been named the Composite School Administrative Task Q-Sort and will be referred to as the CSAT Q-Sort.

with an explanation, were also printed and included within each kit.

Sufficient numbers of these kits were constructed, in order to permit completed sorts to be tabulated by the interviewer while the respondent continued on the next facet.

II. DESCRIPTION OF POPULATION AND SAMPLE SELECTION

The population studied was one large urban composite high school in Edmonton, Alberta. The staff of the school numbered over 130 and included six assistant principals. Participants selected included the principal, the six assistant principals, and two central office line administrators. Teachers were stratified into six sub-populations, on the basis of the assistant principal to whom each was responsible. For the sample, three teachers were randomly selected from each of the sub-populations. Table II outlines the total sample and the role system within which they were asked to respond. Twenty-seven persons were involved in the study, as those teachers selected as informal role prescribers also participated in the description of the operational role. Of those initially contacted, two chose not to participate and were replaced by random selection. All respondents voiced interest and showed deep consideration of the items of the instrument as considered within the various frames of reference.

III. ADMINISTRATION OF THE INSTRUMENT

The CSAT Q-Sort was administered through personal interviews. This procedure maximized procedural understanding on the part of the respondent and, in addition, ensured minimum level of attention toward

TABLE 11

ROLE SYSTEM BREAKDOWN OF THE SAMPLE

Respondents	No.	Responded to		
		Prescribed role	Perceived role	Operational role
<u>Superordinates</u>				
Central office line administrator No. 1	1	*		
Central office line administrator No. 2	1	*		
Principal	1	*		
<u>Role Incumbents</u>				
The academic first assistant principal	1		*	*
The academic second assistant principal No. 1	1		*	*
The academic second assistant principal No. 2	1		*	*
The vocational first assistant principal	1		*	*
The vocational second assistant principal No. 1	1		*	*
The vocational second assistant principal No. 2	1		*	*
<u>Teachers Subordinate To:</u>				
(a) the academic first assistant principal	3	***		***
(b) the academic second assistant principal No. 1	3	***		***
(c) the academic second assistant principal No. 2	3	***		***
(d) the vocational first assistant principal	3	***		***
(e) the vocational second assistant principal No. 1	3	***		***
(f) the vocational second assistant principal No. 2	3	***		***
Total	27	21	6	24

Note: While the organizational division provided for two first assistant principals and four second assistant principals, each assistant principal had the responsibility of a section of the teaching staff.

the questionnaire on the part of each person. In view of the fact that each respondent would sort the same items four times, a personal interview was considered essential in order to set the frame of reference for each sort.

Each response was preceded by the investigator's reading of instructions concerning the mechanics of response and the intent of the frame of reference for each sort. Prior to the administration of the questionnaire, and at the close of the interview, each respondent was assured of the anonymity of his responses. A condensed version of these instructions was placed on a reminder card in view of the respondent at all times. The sequence of the four sorts was especially planned so that the "non-forced" nature of administrative action sort was undertaken first, followed by the degree of importance, degree of responsibility, and amount of time consumption. This was done to maximize familiarity with the items prior to the finer distinctions required by the five-point forced choice scale of the remaining three sorts. The overall sequence of interviews was as follows:

1. Perceived role sort¹ by assistant principals.
2. Prescribed role sort by the formal role prescribers.
3. Prescribed role sort by informal role prescribers of each assistant principal.
4. Operational role sort (as it is) by assistant principals.

¹Role perceptions are hampered by the usual sub-conscious problems of perception; in addition, they are modified by personal expectations of the position. The reference in this study includes the personal expectations and were referred to as what "should be."

5. Operational role sort by informal role observers.

IV. PLAN FOR ROLE DESCRIPTIONS

The first problem identified in chapter one sought the nature of each assistant principal's role and a general description which would most closely fit all of the assistant principals' roles. The study provided for the descriptions of the prescribed role, perceived role, and operational role, each in terms of the ratings of the tasks of the CSAT Q-Sort within the frame of reference of four different facets (administrative action, time consumption, degree of responsibility, and degree of importance).

Prescribed role. For each assistant principal, the role prescriptions were reported: (a) by two central office administrators and the principal, sorting for assistant principals in general, and (b) three randomly selected teachers, sorting for their assistant principal. Each respondent sorted the task items of the CSAT Q-Sort once for each of the four facets of investigation. The responses of the two central office administrators, the principal, and the eighteen teachers were combined, in order to identify the "general" description¹ of the prescribed role for all six assistant principals. (See Appendix C)

Perceived role. Each incumbent assistant principal reported his role perceptions by sorting the task items of the CSAT Q-Sort in

¹The general description which is a result of the combination of the responses for all assistant principals is hereafter referred to as the composite role score.

terms of the four facets of investigation. The responses of all six incumbents were combined in order to identify the "general" description¹ of the perceived role of the six assistant principals.

Operational role. Through the sorting of the task items of the CSAT Q-Sort in terms of the four facets of investigation, descriptions of role enactments were reported by each assistant principal and three randomly selected teachers from their departments. All responses were combined in order to identify the "general" description¹ of the operational role of all six assistant principals.

Reporting Methodology

For each role, task ratings of individual respondents were combined in the following manner:

Nature of administrative action facet (discrete scale). For each sub-facet (decision maker, implementor, delegator, suggestor, not involved), tasks were assigned a one (1) upon placement in that sub-facet or a zero (0) for non-placement. Role description was therefore possible in terms of the proportion of tasks placed in each sub-facet by calculating the arithmetic mean for each sub-facet. In addition, a tally of the tasks placed in each of the five sub-facets made it possible to determine the tasks most frequently placed in each sub-facet. The most popular sub-facet for each task was recorded as the sub-facet identified by the majority of the respondents, to be used in

¹The general description, which is a result of the combination of the responses for all assistant principals, is hereafter referred to as the composite role score.

the comparison of roles later in the study. Ties, if any, were determined by random selection.¹

Importance, responsibility, and time facets. Tasks were assigned numerical values ranging from 1 to 5, depending on their placement into the five categories provided by the instrument. One (1) was recorded for tasks assigned to the low end and five (5) for tasks assigned to the high end of the continuum. Correspondingly, tasks assigned to the various middle categories received values of two, three, or four. The mean rating of each task for any given role was then calculated. These scale values were then rescaled in terms of the original distribution provided for by the instrument, in order to present task ratings as though one rating of tasks had been solicited through a consensus of the respondents. Ties, if any, were determined by random selection.¹ Deviations, calculated by the standard deviation of the responses for each task, provided information concerning the consensus of ratings for each task. Overall consensus of opinions calculated by correlations is dealt with in the following section.

V. PLAN FOR DETERMINING EXTENT OF CONSENSUS

An adjunct to the problem of role description was the extent of consensus which was evidenced by the respondents describing the role prescriptions and the role enactments of the assistant principals.

¹Where two tasks were rated equally as a result of the tallying of responses, ordering of the ratings was accomplished through a computer random selection program.

Clearly, the answer to this second problem of the study would show the possibility of the existence of role conflict in the case of the prescribed role, and indicate the credibility of the role description in the case of the operational role.

Product moment correlations were calculated for each of the facets of time, responsibility, and importance, and for the five sub-facets of the nature of administrative action. Thus, the extent of consensus was determined by correlation coefficients.

VI. PLAN FOR DETERMINING CORRESPONDENCE OF FACETS

The research examined the degree of correspondence of the facets of investigation, in order to determine the extent to which respondents rated differently from facet to facet. Thus, correlation coefficients (product moment correlations) were calculated, comparing the facets of time, responsibility, and importance with each other and with the sub-facets of the nature of administrative action. Correlations were calculated using the raw ratings of the respondents for each assistant principal's role in each of the three role systems.

It was anticipated that the above correlations would shed light on the contributions of the four facets over the use of only one. Further, the relationship of the five sub-facets of the nature of administrative action to the time, responsibility, and importance facets would be shown.

VII. PLAN FOR ROLE COMPARISONS

Problems which involved the relationship of various roles fell into four different categories:

1. Inter-system comparison of roles. This comparison sought to determine the extent of agreement of the prescribed, perceived, and operational roles of individuals and of the "composite" role.
2. Inter-system comparison of tasks. Through this comparison, the consistency of the individual tasks across the prescribed, perceived, and operational roles was sought.
3. Cross-system correspondence of facets. This comparison sought to determine the general usefulness of the four facets at:
(a) the level of the task ratings descriptive of each assistant principal and (b) the more general level of the task ratings descriptive of the composite role score.
4. Inter-departmental correspondence of individual roles. The object of this comparison was the extent to which the roles of the six assistant principals corresponded.

Inter-System Comparison Of Roles

The three role systems (prescribed, perceived, operational), describing each assistant principal, as well as the composite score were examined to determine:

1. The correspondence of prescribed-perceived, perceived-operational, and prescribed-operational comparisons, as measured by product moment correlations.

2. The number of tasks per category which exhibited a disparity rating of two or more points on the five point scale of the CSAT Q-Sort. This was established through a visual comparison.

The establishment of the extent of role conflict was the major finding sought through the above comparison. A second objective was to identify the most problematic task areas.

Inter-System Comparison Of Tasks

As an extension of the previous comparison of roles, each individual task was examined on prescribed-perceived, perceived-operational, and prescribed-operational comparisons. Specific tasks were thereby identified as existing areas of role conflict as revealed by the study. Tasks which showed a disparity rating of two or more points on the five point scale of the instrument were identified either on the composite rating scale or on the individual roles of three or more assistant principals.

Cross-System Correspondence Of Facets

The section outlined earlier in the chapter, entitled "Plan For Determining Correspondence Of Facets," examined the degree of correspondence of the facets of investigation used by the CSAT Q-Sort in terms of the raw individual task ratings by each respondent for each role system of each assistant principal. However, after these responses had been combined, as outlined earlier, to present one prescribed, perceived, and operational role for each assistant principal and for the composite score, the resultant task ratings were again correlated

between facets. Such tests were undertaken to determine the extent of correspondence of the facets and, hence, their usefulness as separate entities at the various levels of generalization.

Inter-Departmental Correspondence Of Roles

The prescribed, perceived, and operational roles of the six assistant principals, as defined by the CSAT Q-Sort, were correlated to determine the extent to which their roles corresponded. The reader is cautioned at this point that, because the prescribed role for each assistant principal contained an identical element, in the responses of the principal and the two central office personnel (who sorted the items for assistant principals in general), it would be expected that the prescribed roles would correspond more than would the perceived or the operational roles.

VIII. SUMMARY

The research was conducted as a case study of assistant principals' roles in one large composite high school. The study sought to obtain data about the administrative position of the assistant principal, that would describe: (a) the prescribed role, (b) the perceived role, and (c) the operational role. Each of the prior role systems was described by the population sample through the sorting of 61 administrative tasks, which comprised the Q-Sort questionnaire developed by the investigator especially for the study. The tasks were sorted four times, for each description, in terms of the four facets of investigation: (a) the nature of administrative action, (b) the relative degree of importance, (c) the relative degree of responsibility,

and (d) the relative amount of time consumption.

Persons who responded in each of the three role systems were as follows:

Prescribed role. Respondents were superordinates representing the "official" prescriptions for the position, and subordinates representing elements of both "formal" and "informal" role prescriptions. Superordinates interviewed comprised the principal and two central office line administrators. Three randomly selected teachers, drawn from those under the jurisdiction of each of the respective assistant principals, constituted the sample of subordinates.

Perceived role. Six assistant principals each reported their perceptions within the framework of the facets of investigation.

Operational role. Reported perceptions of the role enactments were obtained from each assistant principal and the same three randomly selected teachers who responded to the prescribed role.

The Q-Sort questionnaire completion took place as a part of a personal interview. A complete response to the questionnaire involved the consideration and the sorting into categories of 61 administrative tasks, each printed on separate cards according to the frames of reference¹ of the four facets.

1. Nature of administrative action. Five categories were provided, permitting the placement of the cards in any

¹The instructions for each facet were changed appropriately when referring to each of the three role systems studied.

desired frequencies into sub-facets of: (a) not involved, (b) delegator, (c) suggestor, (d) decision maker, (e) implementor. Placement of the tasks into a category was on the basis of the respondent's choice of what category best described an assistant principal's administrative action with regard to each task. As the categories were not mutually exclusive, the respondents were asked to base their selection of sub-facets on the basis of the primary type of action.

2. The relative degree of importance. The respondent's rating was solicited on the basis of the relative importance that should be (or was, depending upon the role system) placed on each of the administrative tasks included in the instrument.
3. The relative degree of responsibility. Rating by the respondents was requested on the basis of the extent of the responsibility held, or to be held by the assistant principal in each of the administrative tasks.
4. The relative amount of time consumption. Tasks based on the distribution of assistant principals' time with regard to the administrative tasks identified by the instrument were rated by the respondents.

Responses by the sample were then tabulated, summarized, and analyzed, as outlined earlier. The remainder of the research report is a presentation of the findings. Chapters four, five, and six describe respectively: (a) the prescribed roles of assistant principals,

(b) the perceived roles of assistant principals, (c) the operational roles of assistant principals. Descriptions in these three chapters follow the outline for description of roles tendered above, present the information concerning the extent of consensus of respondents, and examine the correspondence of facets.

Chapter seven provides a report of the results of inter-system comparison of roles, tasks, and facets and of the inter-departmental correspondence of individual roles. Chapter eight presents a summary of the findings, while chapter nine deals with implications and recommendations arising from the findings reported.

CHAPTER IV

DESCRIPTION OF PRESCRIBED ROLE

I. INTRODUCTION

Following is a presentation of the findings of the research into the prescribed role of the assistant principals studied. The major sections that follow deal in turn with (a) the rating of administrative tasks in reference to each assistant principal, (b) a presentation of the findings descriptive of a prescribed role composite score, (c) a report on the extent of consensus of role prescribers, (d) the correspondence of the facets of investigation. An outline of the manner in which the raw data was prepared for presentation and analyzed is presented in Figure 3.

II. RATING OF ADMINISTRATIVE TASKS

A detailed examination of the prescribed roles of the six assistant principals was undertaken. The method of analysis is exemplified in the following presentation of the findings of the prescribed role of the academic second assistant principal number one, referred to as department one. In order that the report may maintain a degree of brevity, only the findings of the one department are presented in detailed form and the findings for all six departments are summarized in tabular form. Since the kind of responses to the nature

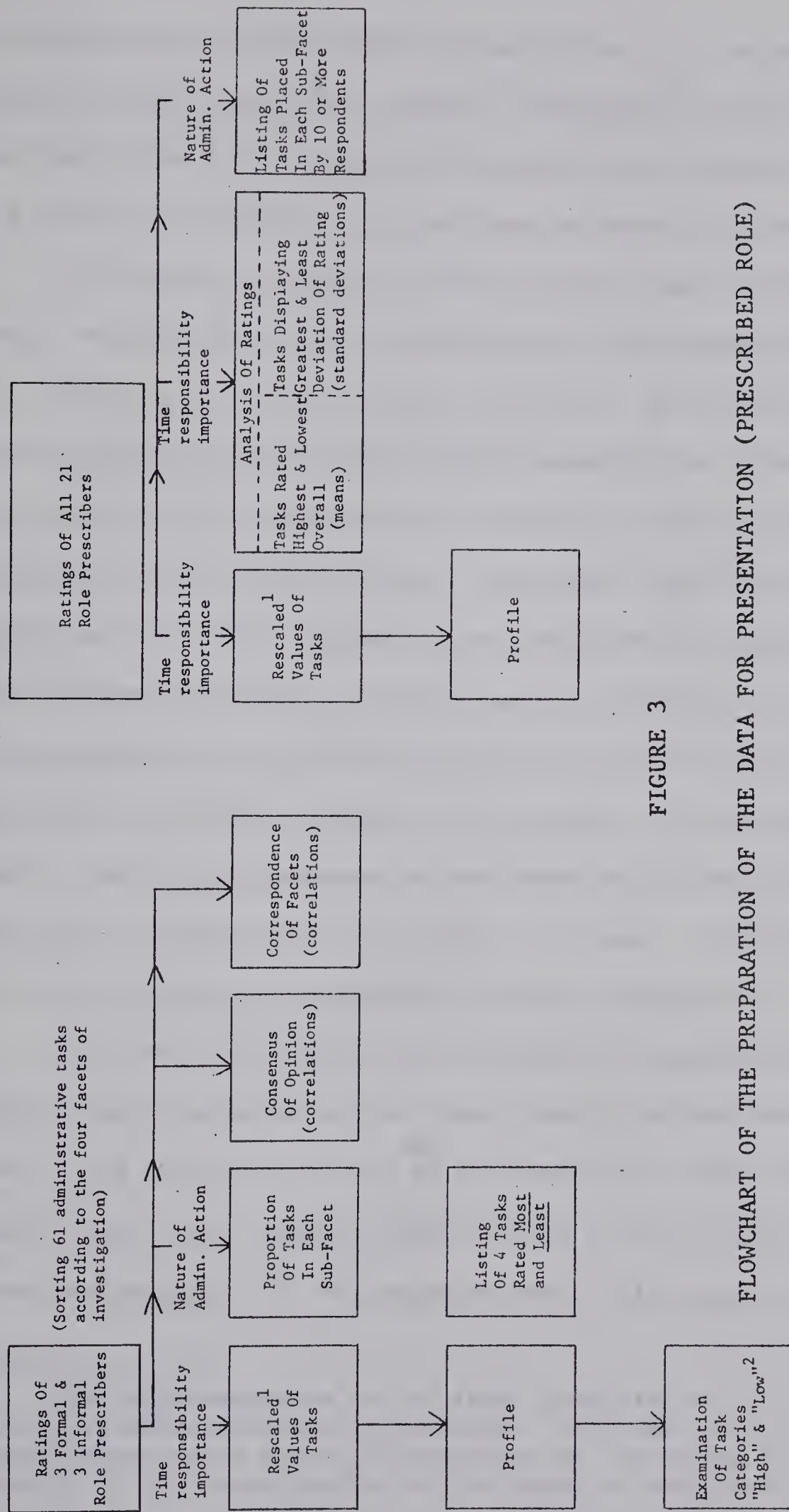


FIGURE 3

FLOWCHART OF THE PREPARATION OF THE DATA FOR PRESENTATION (PRESCRIBED ROLE)

- (1) Tasks were scaled according to the ratings of the respondents and then rescaled, so as to have a distribution the same as the forced distribution of the individual responses.
- (2) Categories of tasks which exhibited 50 percent or more of the tasks rated above the mean were defined as "high" profiles, while categories with 50 percent or more below the mean were said to exhibit "low" profiles.

of administrative action facet¹ differed from the responses to the facets of time consumption, degree of responsibility, and relative importance, the format for reporting the facet of nature of administrative action also differs from that used to report the other three.

The rescaled ratings of each of the 61 tasks within the CSAT Q-Sort, on each of the time, responsibility, and importance facets, were plotted onto a single graph or profile. The profile presents the distribution of task placement, making possible the identification of the rating of each individual task as well as permitting the inspection, by category, of the task ratings. Individual tasks that received the highest and the lowest placement are identified and appear in the table which follows the profile. Task categories in which at least 50 percent of the tasks were rated above or below the mean for each facet are considered in the text related to the profile. In addition, the profile shows a visual correspondence of the three facets and also the specific tasks where correspondence is highest or lowest. Statistical analysis of facet correspondence is treated later in the chapter.

In order to facilitate the reporting of responses within the nature of administrative action facet, each sub-facet was analyzed in terms of the proportion of the 61 administrative tasks assigned. Specific tasks most commonly placed within each sub-facet are reported in the consideration of the composite score which considers the roles

¹The administrative action facet consisted of five sub-facets, mutually exclusive by response. The remaining three facets of investigation were a normal distribution of the rating of the tasks according to the consideration of the frame of reference of each facet.

of all six assistant principals.

Profile Of Academic Second Assistant Principal No. 1 (Department One)

The profile represented in Figure 4, dealing with the three facets of time consumption, degree of responsibility, and relative importance, shows the placement of each administrative task identified by the questionnaire, in so far as the role prescribers¹ identified how the assistant principal should deal with each task within the frame of reference of each facet. Table III identifies the tasks that were placed in the "most" category, and the tasks that were placed in the "least" category for each of the above facets. Examination of the task categories in the profile (Figure 3) revealed categories displaying "high"² and "low" characteristics. The following paragraphs identify such categories and show the proportion of tasks in each category rated above or below the mean rating. Since a five point rating scale was used, it was possible that some or all of the tasks in a category were rated at the mean.

Prescribed time consumption. Role prescriptions toward the assistant principal of department one identifying the most time consuming tasks resulted in "high" profiles (50 percent or more of tasks

¹As outlined in chapter three, six persons responded as role prescribers, three superordinates and three subordinates.

²High profiles were defined as those categories in which 50 percent or more of the tasks were rated above the mean, while low profiles were those categories in which 50 percent or more of the tasks were rated below the mean.

TASKS RELATED TO :

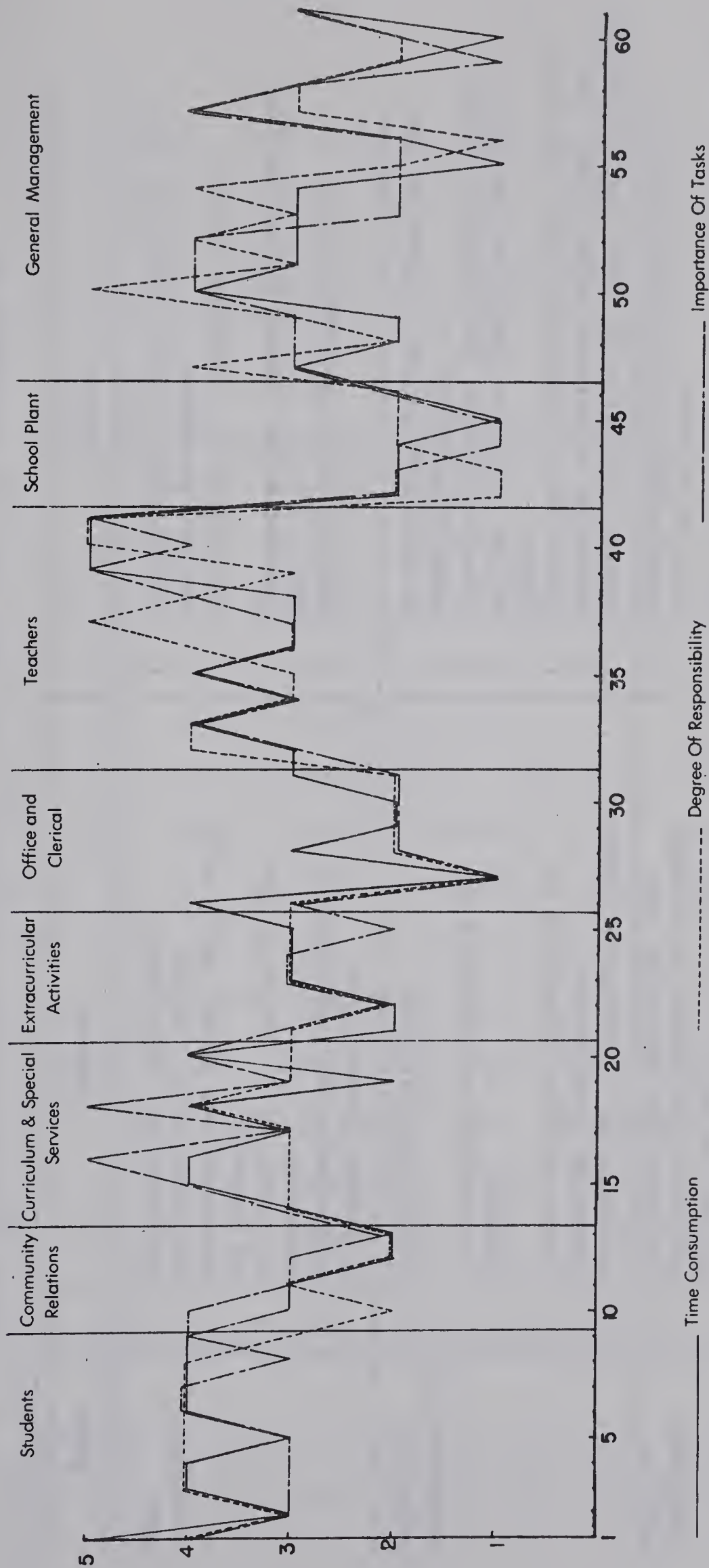


FIGURE 4

PROFILE OF PRESCRIBED ROLE RESCALED RATINGS OF ADMINISTRATIVE TASKS ON FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND RELATIVE IMPORTANCE FOR DEPARTMENT ONE

TABLE III

TASKS PRESCRIBED HIGHEST AND LOWEST ON FIRST THREE FACETS FOR DEPARTMENT ONE

Facet	Highest	Lowest
Time Consumption	<ol style="list-style-type: none"> 1. Registration, Enrollment, Orientation of Students 2. Assisting and Aiding Improvement of Teaching 3. Orientating and Assisting New Teachers 4. Supervision and Evaluation of Classroom Instruction 	<ol style="list-style-type: none"> 1. Interviewing, Hiring, Evaluating Non-teaching Personnel 2. Supervision of Custodial Forces 3. Transportation (School Busses and Parking) 4. Supervision of Customer Service
Degree of Responsibility	<ol style="list-style-type: none"> 1. Teacher Substitution 2. Orientating and Assisting New Teachers 3. Supervision and Evaluating of Classroom Instruction 4. Coordination of Department Heads 	<ol style="list-style-type: none"> 1. Interviewing, Hiring, Evaluating Non-teaching Personnel 2. Accountability or Administration Regarding Use of School Facilities for Night School 3. Allocation of School Facilities for Extracurricular Activities or Non-school Use 4. Budgets, Collection of Fees, and Accounting
Relative Importance	<ol style="list-style-type: none"> 1. Coordinating, Reporting, and Analyzing Curriculum Development Within the School 2. Development of the School's Educational Philosophy 3. Assisting and Aiding Improvement of Teaching 4. Supervision and Evaluation of Classroom Instruction 	<ol style="list-style-type: none"> 1. Interviewing, Hiring, Evaluating Non-teaching Personnel 2. Repairs and/or Renovations to Buildings or Equipment 3. Supervision of Custodial Forces 4. Management and Operation of the Cafeteria

rated above the mean) for categories related to: (a) students (.78)¹, (b) curriculum and special services (.57), and (c) teachers (.50). Low profiles were portrayed for categories related to: (a) school plant (1.00), (b) community relations (.50), and (c) office and clerical work (.50).

Degree of responsibility prescribed. Tasks prescribed as those in which the assistant principal should hold highest responsibility were from categories related to: (a) students (.78), and (b) teachers (.70). Tasks rated lowest resulted in low profiles portrayed for categories related to: (a) school plant (1.00), (b) office and clerical (.83), and (c) community relations (.75).

Prescribed importance of tasks. Respondents within this department felt that the highest importance should be placed on tasks related to teachers (.60) and curriculum and special services (.57). All tasks in the school plant category and .83 of the office and clerical administrative tasks were rated below the mean rating.

Ratings of sub-facets of the nature of administrative actions. The nature of administrative action sort, identified by the sub-facets of (a) not involved, (b) delegator, (c) suggestor, (d) decision maker, and (e) implementor, was examined by using the mean score for each sub-facet. Since placement of a task in a certain sub-facet scored a "1" and non-placement scored a "0" for that sub-facet, these means may be

¹The numbers shown in brackets represent the proportion of tasks rated above the mid-point of the rating scale (high profiles) and the proportion of tasks rated below the mid-point (low profiles).

interpreted as proportions of the total number of tasks placed in that sub-facet. For this department (department one), implementor scored highest with a proportion of .26 of the total number of tasks. A complete listing follows in Table IV.

TABLE IV
RATING OF SUB-FACETS OF NATURE OF ADMINISTRATIVE ACTION
FOR DEPARTMENT ONE

Sub-facet	Proportion
Implementor	.26
Suggestor	.21
Delegator	.20
Not Involved	.17
Decision Maker	.16
Total	<u>1.00</u>

Tabulated Profiles Of Each Department

For the facets of time consumption, degree of responsibility, and relative importance, the rescaled task ratings for each department are presented in Table V. The ratings were arrived at in the same way as that just described for department one. Task categories which displayed 50 percent or more of the tasks rated above or below the mean are shown as "high" or "low", along with the proportion of the tasks so rated.

TABLE V

TABULATED PROFILES OF EACH DEPARTMENT FOR THE PRESCRIBED ROLE

CATE- GORY	T	ASSISTANT PRINCIPAL #1			ASSISTANT PRINCIPAL #2			ASSISTANT PRINCIPAL #3			ASSISTANT PRINCIPAL #4			ASSISTANT PRINCIPAL #5		
		Rating	High & Low Categories	Proportion Sub-facets	Rating	High & Low Categories	Proportion Sub-facets	Rating	High & Low Categories	Proportion Sub-facets	Rating	High & Low Categories	Proportion Sub-facets	Rating	High & Low Categories	Proportion Sub-facets
Students	1	5 4 4	High .78		4 4 4	High .56		5 4 4	High .67		4 4 4	High .67		4 4 4	High .74	
	2	3 3 3			3 3 3			3 4 3			3 4 3			3 3 3		
	3	4 4 3			4 4 3			4 4 3			4 4 3			4 4 3		
	4	4 4 3			4 4 3			4 4 3			4 4 3			4 4 3		
	5	3 4 3			2 2 3			2 2 3			2 2 3			2 2 3		
	6	4 4 4			4 4 4			4 4 4			4 4 4			4 4 4		
	7	4 4 4			5 3 4			4 4 4			4 4 4			4 4 4		
	8	4 4 4			3 4 3			3 3 3			3 3 3			4 4 3		
	9	4 4 4			4 4 4			4 4 4			4 4 4			4 4 4		
	10	3 2 4			3 2 4			3 2 4			3 2 4			3 2 4		
Comm. Relations	11	3 3 3	Low .50		3 3 3	Low .50		3 3 3	High .50		3 3 3	High .50		3 3 3		
	12	2 2 3			2 2 3			2 2 3			2 2 3			2 2 3		
	13	2 2 2			2 2 2			2 2 2			2 2 2			2 2 2		
	14	3 3 3			4 4 4			4 4 4			4 4 4			4 4 4		
	15	4 3 4			4 4 4			4 4 4			4 4 4			4 4 4		
	16	3 3 5			4 4 4			4 4 4			4 4 4			4 4 4		
	17	3 3 3	High .57		3 3 3	High .57		4 4 4			4 4 4			4 4 4		
	18	4 4 5			3 3 3			4 4 5			4 4 5			3 3 3		
	19	2 3 3			3 2 2			3 2 2			3 2 2			2 2 3		
	20	4 3 4			4 4 4			4 4 4			4 4 4			4 4 4		
Extracurric. Act.	21	2 3 3			2 3 3			2 3 3			2 3 3			2 3 3		
	22	2 2 2			2 2 2			2 2 2			2 2 2			2 2 2		
	23	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	24	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	25	3 3 2			2 3 3			2 3 3			2 3 3			2 3 3		
	26	4 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	27	1 1 1	Low .82		1 1 1	Low .83		2 2 2			2 2 2			2 2 2		
	28	2 2 2			3 2 2			3 2 2			3 2 2			3 2 2		
	29	2 2 2			2 2 2			2 2 2			2 2 2			2 2 2		
	30	2 2 2			2 2 2			2 2 2			2 2 2			2 2 2		
Office & Clerical	31	3 2 2			2 2 2			2 2 2			2 2 2			2 2 2		
	32	3 2 3			2 2 3			2 2 3			2 2 3			2 2 3		
	33	4 4 4			4 4 4			4 4 4			4 4 4			4 4 4		
	34	3 3 3			4 2 4			3 3 3			3 3 3			3 3 3		
	35	4 3 4			4 3 4			4 3 4			4 3 4			4 3 4		
	36	3 4 3			3 3 3			3 3 3			3 3 3			3 3 3		
	37	3 5 3			3 4 3			3 4 3			3 4 3			3 4 3		
	38	3 4 4			3 4 4			3 4 4			3 4 4			3 4 4		
	39	5 3 5			5 4 5			5 4 5			5 4 5			5 4 5		
	40	5 5 4			5 5 4			5 5 4			5 5 4			5 5 4		
Teachers	41	5 5 5			5 5 5			5 5 5			5 5 5			5 5 5		
	42	2 1 2	Low 1.00		2 1 2	Low 1.00		2 1 2			2 1 2			2 1 2		
	43	2 1 2			2 1 2			2 1 2			2 1 2			2 1 2		
	44	2 2 1			2 2 1			2 2 1			2 2 1			2 2 1		
	45	1 2 1			1 1 1			1 1 1			1 1 1			1 1 1		
	46	2 2 2			1 1 2			1 2 2			1 2 2			1 2 2		
	47	3 4 3			3 4 3			3 4 3			3 4 3			3 4 3		
	48	2 2 3			3 2 3			3 2 3			3 2 3			3 2 3		
	49	2 3 3			2 3 3			2 3 3			2 3 3			2 3 3		
	50	4 5 4			4 5 5			4 5 5			4 5 5			4 5 5		
School Plant	51	3 3 4			4 3 4			4 4 4			4 4 4			4 4 4		
	52	3 4 4			3 3 4			3 3 4			3 3 4			3 3 4		
	53	3 3 2			2 3 2			2 3 2			2 3 2			2 3 2		
	54	3 4 2			3 3 2			3 3 2			3 3 2			3 3 2		
	55	1 2 2			1 2 2			1 2 2			1 2 2			1 2 2		
	56	2 1 2			2 1 2			2 1 2			2 1 2			2 1 2		
	57	4 3 4			4 4 4			4 4 4			4 4 4			4 4 4		
	58	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	59	2 2 1			2 2 1			2 2 1			2 2 1			2 2 1		
	60	1 2 2			2 2 2			2 2 2			2 2 2			2 2 2		
General Management	61	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	62	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	63	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	64	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	65	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	66	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	67	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	68	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	69	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		
	70	3 3 3			3 3 3			3 3 3			3 3 3			3 3 3		

¹The ratings displayed are the rescaled ratings of the combined responses of the role prescribers.

²For each of the time, responsibility, and importance facets, categories which showed "high" profiles are labelled with the proportion of tasks rated above the mean indicated. Categories which showed "low" profiles are also so labelled and the proportion of tasks rated below the mean are indicated.

³Displayed are the proportion of tasks rated in each sub-facet of the nature of administrative action.

Table V also displays the proportion of tasks placed in each of the sub-facets of the nature of administrative action by each assistant principal.

Summary Of Role Profiles

An overview of the preceding descriptions of the profiles of the prescribed roles of the six assistant principals under study indicates the following points regarding role prescriptions studied:

1. In each department, the profile of tasks related to students was lower on the importance facet than for either the time consumption or degree of responsibility facets.
2. In each department, the category of tasks related to curriculum and special services failed to show a high profile (50 percent or more tasks rated above the mean) with regard to the assistant principal's degree of responsibility. However, for most departments, high profiles were portrayed on the facets of time consumption and importance.
3. Categories related to school plant and office and clerical work portrayed low profiles on all three facets of time, responsibility, and importance.
4. Tasks in the general management category, with the exception of the category related to extracurricular activities, showed neither high nor low profiles for each department and for each facet of investigation.
5. For several departments, tasks related to community services showed low profiles on time consumption and degree of

responsibility. However, low profiles were not in evidence on the importance facet.

III. PRESCRIBED ROLE COMPOSITE SCORE¹

To enable movement toward a description of the role of assistant principals in general, a composite score of the ratings on each of the facets was derived as outlined in chapter three. A graphical presentation of these composite ratings is given in Figure 5. While differences are shown for ratings on the three facets of time consumption, degree of responsibility, and importance of tasks, the graph shows general correspondence of these facets. This correspondence is somewhat more marked on the composite score than on individual department scores.

A general overview of the graph bears out the following points of interest with regard to a prescribed role for assistant principals in general:

1. Tasks related to teachers are predominantly high on all three facets.
2. Tasks related to students and to curriculum and special services are also rated high, although slightly lower than those related to teachers.
3. Tasks related to school plant, office and clerical, and extracurricular activities are generally rated low.
4. Tasks related to community relations centre very nearly on the mean.

¹See Appendix C

TASKS RELATED TO :

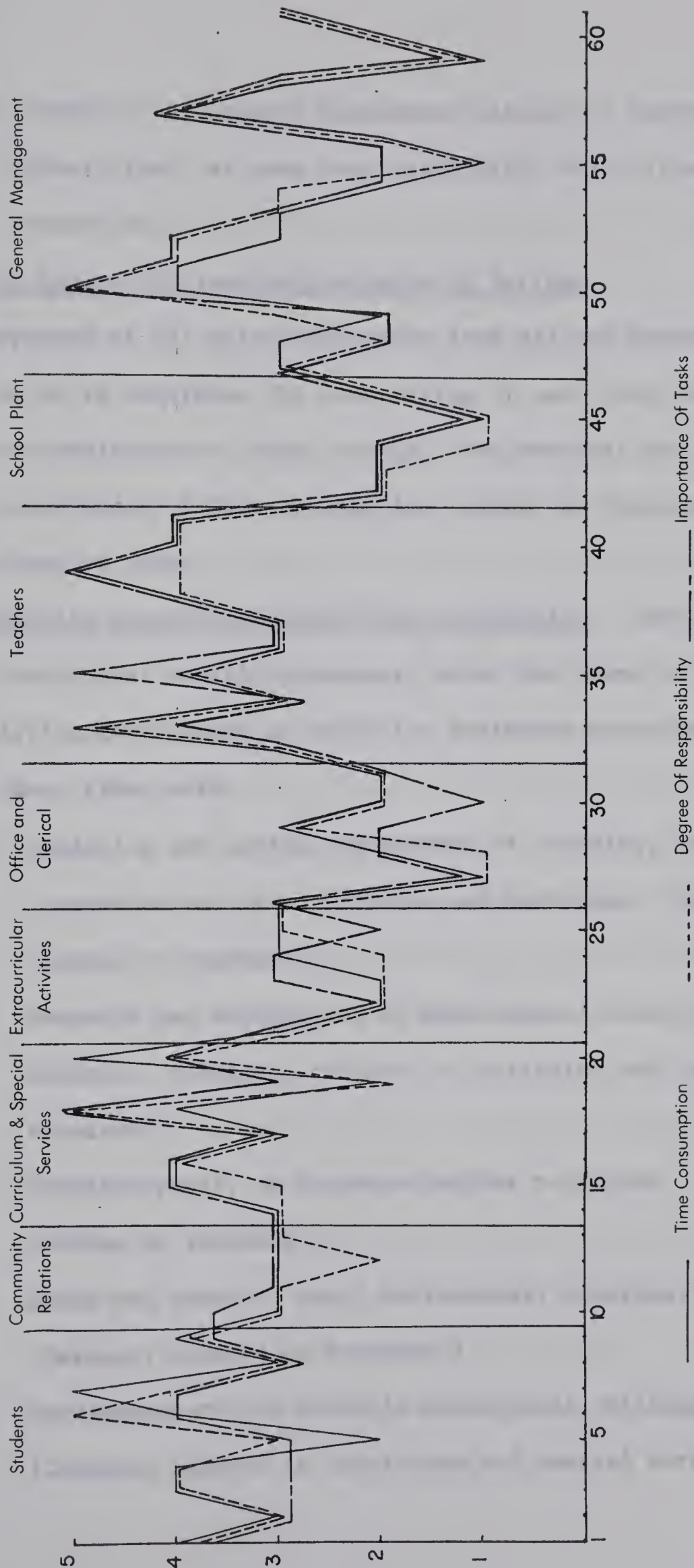


FIGURE 5

COMPOSITE SCORE PROFILE OF PRESCRIBED ROLE RESCALED RATINGS OF ADMINISTRATIVE TASKS ON THE FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND RELATIVE IMPORTANCE

5. Tasks in the general management categories cannot be generalized, as some were rated high, while others were rated low.

Analysis Of Rating Of Items And Deviance Of Ratings

Responses of all role prescribers from all six departments were analyzed so as to determine the mean rating of each task, as well as the standard deviation of these ratings. The analysis was undertaken for the three facets of time consumption, degree of responsibility, and importance of tasks.

Composite score--prescribed time consumption. Tasks that received the highest overall placement, under the terms of reference for identifying those tasks in which the assistant principal should spend the most time, were:

1. Assisting and aiding improvement of teaching, including in-service education programs and workshops. (Category related to teachers.)
2. Research and supervision of experimental instructional methods. (Category related to curriculum and special services.)
3. Teacher--pupil, or teacher--teacher relations. (Category related to teachers.)
4. Study and report: pupil achievement, progress, needs. (Category related to students.)
5. Development of the school's educational philosophy. (Category related to curriculum and special services.)

Tasks receiving the lowest mean score over all the prescribed roles were:

1. Transportation (school busses and parking). (Category related to general management.)
2. Supervision of custodial forces. (Category related to school plant.)
3. Management and operation of the cafeteria. (Category related to general management.)
4. Interviewing, hiring, evaluating of non-teaching personnel. (Category related to office and clerical.)
5. Supervision of customer service. (Category related to general management.)

Greatest deviation was evidenced in responses concerning the following tasks:

1. Development of the school's educational philosophy. (Category related to curriculum and special services.)
2. Scheduling of classes and facilities. (Category related to general management.)
3. Supervision and evaluation of classroom instruction. (Category related to teachers.)
4. Casual and informal meetings with non-school educators. (Category related to general management.)
5. Budgets, collection of fees, and accounting. (Category related to general management.)

Least deviation was recorded in responses concerning the following tasks:

1. Justification, requisition, selection of supplies and equipment. (Category related to general management.)
2. Research and supervision of experimental instructional methods. (Category related to curriculum and special services.)
3. Open house, interview or show and explain facilities to visitors. (Category related to community relations.)
4. Student clubs and/or student publications (including related boards). (Category related to extracurricular activities.)
5. Program changes or student transfers. (Category related to students.)

Composite score--prescribed degree of responsibility. Ratings by prescribers of the tasks, in terms of the degree of responsibility that assistant principals should hold in each task, identified the following tasks with the highest overall placement:

1. Coordination of department heads. (Category related to general management.)
2. Teacher--pupil, or teacher--teacher relations. (Category related to teachers.)
3. Development of the school's educational philosophy. (Category related to curriculum and special services.)
4. Assignment of students to classes, student timetables. (Category related to students.)

5. Assisting and aiding the improvement of teaching, including in-service education programs and workshops, and orientating and assisting new teachers were tied. (Category related to teachers.)

Tasks with lowest ratings were:

1. Transportation (school busses and parking). (Category related to general management.)
2. Supervision of custodial forces. (Category related to school plant.)
3. Management and operation of the cafeteria. (Category related to general management.)
4. Repairs and/or renovations to buildings or equipment. (Category related to school plant.)
5. Budgets, collection of fees, and accounting tied with supervision of customer service. (Category related to general management.)

Deviation of responses was greatest on the following tasks:

1. Staff analysis, status reports, selection of teachers. (Category related to teachers.)
2. Interviewing, hiring, evaluating of non-teaching personnel. (Category related to office and clerical.)
3. Management and operation of the cafeteria. (Category related to general management.)
4. Development of the school's educational philosophy. (Category related to curriculum and special services.)

5. Transportation (school busses and parking). (Category related to general management.)

Deviation of responses was least on these tasks:

1. Program changes or student transfers. (Category related to students.)
2. Student requested interviews, re: counselling, complaints, etc. (Category related to students.)
3. Study and report: pupil achievement, progress, needs. (Category related to students.)
4. Plant protection and property damage. (Category related to school plant.)
5. Student clubs and/or student publications (including related boards). (Category related to extracurricular activities.)

Composite score--prescribed importance. Importance that role prescribers indicated should be placed on tasks by the assistant principals emphasized the following tasks:

1. Assisting and aiding improvement of teaching (including in-service education programs and workshop). (Category related to teachers.)
2. Development of the school's educational philosophy. (Category related to curriculum and special services.)
3. Coordination of department heads. (Category related to general management.)
4. Staff analysis, status reports, selection of teachers. (Category related to teachers.)

5. Supervision and evaluation of classroom instruction.

(Category related to teachers.)

Tasks rated lowest by respondents on the importance that should be placed by assistant principals were:

1. Management and operation of the cafeteria. (Category related to general management.)
2. Supervision of custodial forces. (Category related to school plant.)
3. Student photos, I-D cards, locks and locker management. (Category related to office and clerical.)
4. Interviewing, hiring, evaluating non-teaching personnel. (Category related to office and clerical.)
5. Transportation (school busses and parking). (Category related to general management.)

Greatest deviation of responses was evidenced in the following tasks:

1. Supervision and evaluation of classroom instruction. (Category related to teachers.)
2. Repairs and/or renovations to buildings or equipment. (Category related to school plant.)
3. Projection of enrollments. (Category related to general management.)
4. Interviewing, hiring, evaluating non-teaching personnel. (Category related to office and clerical.)

5. Development of the school's educational philosophy.

(Category related to curriculum and special services.)

Least deviation of responses was evidenced in the following tasks:

1. Student requested interviews, re: counselling, complaints, etc. (Category related to students.)
2. Program changes or student transfers. (Category related to students.)
3. Preparation of student handbook. (Category related to students.)
4. Student records: attendance, conduct, educational. (Category related to students.)
5. Interviews (student and/or parents) re: conduct or absenteeism. (Category related to students.)

Composite score--the nature of administrative action. A tally of tasks placed in each of the five sub-facets was made and analyzed. In order to maintain a degree of brevity, only those tasks that were placed in a sub-facet by ten or more persons are reported here:

Implementor sub-facet:

1. Coordination of department heads. (Category related to general management.)
2. Interviews (student and/or parents) re: conduct or absenteeism. (Category related to students.)
3. Liaison and articulation with elementary and junior high schools. (Category related to curriculum and special services.)

4. Coordinating, reporting, and analyzing curriculum development.
(Category related to curriculum and special services.)
5. Plan and/or conduct general faculty meetings. (Category related to teachers.)
6. Provide school board and provincial reports (including student registration and mark reports). (Category related to general management.)

Decision maker sub-facet:

1. Program changes or student transfers. (Category related to students.)
2. Master calendar or schedule. (Category related to general management.)
3. Duty assignments to teachers (teacher schedules). (Category related to teachers.)
4. Assignment of students to classes, student timetables.
(Category related to students.)
5. Projection of enrollments. (Category related to general management.)

Suggestor sub-facet:

1. Student council and/or student assemblies. (Category related to extracurricular activities.)
2. Development of the school's educational philosophy. (Category related to curriculum and special services.)
3. Organization, supervision of office staff. (Category related to office and clerical.)

Delegator sub-facet:

1. Detention supervision. (Category related to general management.)
2. Supervision and control of students while on school premises. (Category related to students.)
3. Student aid, welfare, vocational placement. (Category related to students.)
4. Instructional materials and equipment. (Category related to curriculum and special services.)
5. Student photos, I-D cards, locks and locker management. (Category related to office and clerical.)
6. Accountability for or administration of use of school facilities for night school. (Category related to school plant.)
7. Management and operation of the cafeteria. (Category related to general management.)

Not involved sub-facet:

1. Justification, requisition, selection of supplies and equipment. (Category related to general management.)
2. Interviewing, hiring, evaluating non-teaching personnel. (Category related to office and clerical.)
3. Transportation (school busses and parking). (Category related to general management.)
4. Master calendar or schedule. (Category related to general management.)

5. Student photos, I-D cards, locks and locker management.

(Category related to office and clerical.)

IV. EXTENT OF CONSENSUS OF ROLE PRESCRIBERS

Consensus of opinion regarding the prescribed role of assistant principals was examined, using correlation coefficients within each of the facets and sub-facets. This was done separately for official role prescribers (the principal and two central office line administrators) and informal role prescribers (three teachers selected randomly from each assistant principal's department).

Correlation coefficients showing the intradepartmental correspondence of role prescribers are presented in Table VI. A perusal of the table shows that the majority of the departments have the least agreement in the responsibility facet, when compared with the time and importance facets. Four out of the six departments show least agreement on the tasks that should be dealt with as suggestor and implementor, when the sub-facets of nature of administrative action are examined.

V. CORRESPONDENCE OF FACETS

Responses were examined, using coefficients of correlation, to determine the correspondence of the facets used in the examination of the various role systems. Prescriptions for each department included three official prescribers (line officers) and three informal prescribers (subordinates). Responses on each facet and sub-facet were

TABLE VI

INTRADEPARTMENTAL CORRELATION COEFFICIENTS OF ROLE PRESCRIBERS¹

Facets & sub-facets	Role Prescribers						
	Official	Informal					
		Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Time	.598	.629	.518	.493	.555	.418	.513
Responsibility	.233	.582	.550	.455	.428	.259	.307
Importance	.582	.582	.586	.481	.548	.476	.378

Nature of Admin. Action							
Not Involved	.307	.168	.292	.388	.167	.354	.146
Delegator	-.018	.254	.212	.190	.203	.218	.039
Suggestor	.213	.020	.089	.078	.154	.114	.201
Decision Maker	.066	.230	-.001	.201	.036	.226	.169
Implementor	.116	.123	.081	.074	.080	.234	.043

¹ Interpretations of the coefficients contained in this table are most meaningful when comparisons are limited to comparing the first three facets with each other and the sub-facets of the nature of administrative action facet with each other.

correlated over these six persons.¹

A department-by-department analysis of the responses is shown in Table VII. The findings were relatively consistent over the six departments and permit the following statements:

1. The facets of amount of time, degree of responsibility, and importance of tasks all correlate positively in the range of .400 to .700.
2. In each case, the correlation of "time" and "importance" is higher than for other tests of correspondence.
3. Comparison of the facets of "time," "responsibility," and "importance" with the sub-facets of "the nature of administrative action" sort indicates areas of correspondence which would intuitively be expected. In each case, the three facets show: (a) negative correlation with the "not involved" sub-facets, (b) low negative correlations with the "delegator" sub-facet, (c) very low correlations with the "suggestors" sub-facet, (d) largest positive correlations with the "decision maker" sub-facet (with two exceptions), and (e) the next highest positive correlations with the "implementor" sub-facet.

In general then, tasks prescribed as "decision maker" tended to be rated high on the time, responsibility, and importance facets, as

¹Since sub-facets of the "nature of administrative action" sort were, by design, mutually exclusive, correlations between them have not been given.

TABLE VII

CORRESPONDENCE OF FACETS OF ROLE PRESCRIPTIONS

Facets	Facets and sub-facets							
	Time	Responsibility	Importance	Nature of Administrative Action				
				Not Involved	Delegator	Suggestor	Decision Maker	Implementor
Department one								
Time	--	.490	.680	-.320	-.020	-.013	.249	.104
Responsibility	--	--	.482	-.384	.000	-.127	.279	.215
Importance	--	--	--	-.327	-.027	-.013	.271	.098
Department two								
Time	--	.503	.642	-.293	-.109	.000	.242	.139
Responsibility	--	--	.470	-.380	-.048	-.085	.181	.260
Importance	--	--	--	-.316	-.143	-.011	.237	.204
Department three								
Time	--	.524	.667	-.326	-.003	-.032	.191	.129
Responsibility	--	--	.495	-.357	.000	-.088	.226	.167
Importance	--	--	--	-.277	-.050	-.018	.211	.107
Department four								
Time	--	.471	.635	-.333	-.087	.079	.228	.111
Responsibility	--	--	.420	-.370	-.020	.012	.178	.179
Importance	--	--	--	-.325	-.114	.079	.195	.154
Department five								
Time	--	.470	.632	-.345	.062	.000	.212	.178
Responsibility	--	--	.433	-.383	-.031	-.049	.275	.175
Importance	--	--	--	-.388	-.111	.032	.251	.154
Department six								
Time	--	.490	.577	-.350	-.069	.006	.193	.166
Responsibility	--	--	.487	-.401	-.038	-.045	.479	.166
Importance	--	--	--	-.315	-.131	.076	.249	.075

did tasks prescribed as "implementor," although to a less extent. Tasks prescribed as "not involved" tended to be rated low on the three remaining facets. Correlations indicate that tasks prescribed as "delegator" or "suggestor" showed little tendency to be rated either high or low on the time, responsibility, and importance facets.

The foregoing chapter has provided descriptions of the prescribed role of individual assistant principals and assistant principals in general. The ensuing chapter follows the same general format in presenting the description of the role perceptions of the assistant principals studied.

CHAPTER V

DESCRIPTION OF PERCEIVED ROLE

I. INTRODUCTION

While the preceding chapter has presented the description of role prescriptions, the ensuing chapter describes the incumbent assistant principals' role perceptions. The assistant principals' rating of the tasks in the CSAT Q-Sort was undertaken within the frame of reference of each of the facets of (a) amount of time, (b) degree of responsibility, (c) relative importance, and (d) nature of administrative action. For each of the facets, the assistant principals were asked to report how they felt they should deal with each task, both in terms of what they felt others would have them do and of their own feeling.

The chapter deals in turn with (a) the rating of the administrative tasks as perceived by each assistant principal, (b) a presentation of findings descriptive of a perceived role composite score, and (c) the correspondence of the facets of investigation. Figure 6 outlines the preparation of the data and its analysis prior to presentation.

II. RATING OF ADMINISTRATIVE TASKS

In order to describe the perceived role of each assistant principal, a detailed examination of each individual's responses was undertaken. To exemplify the method of analysis used, the presentation of the findings of the perceived role of the vocational second

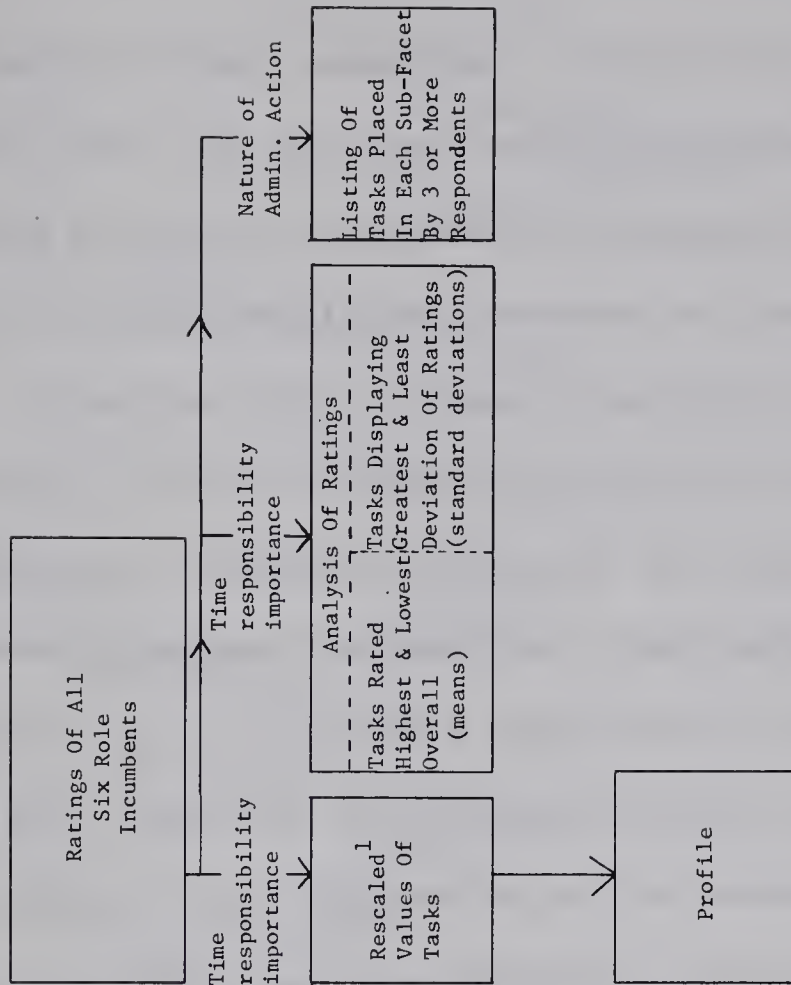
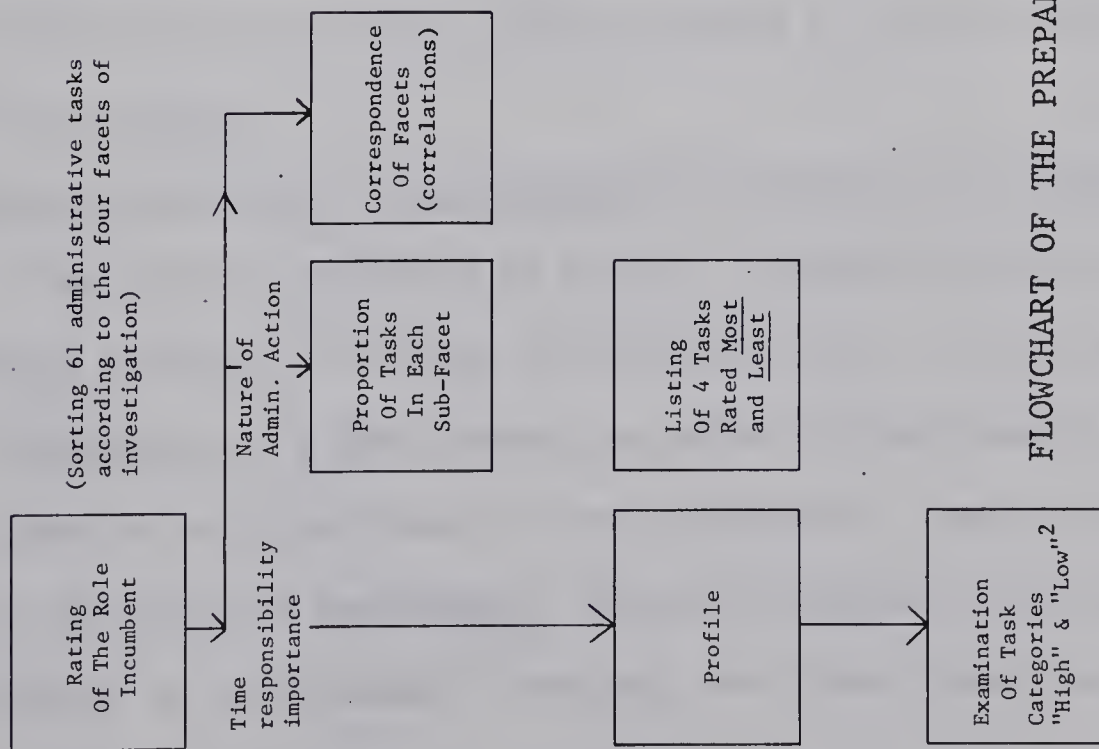


FIGURE 6

FLOWCHART OF THE PREPARATION OF THE DATA FOR PRESENTATION (PERCEIVED ROLE)

- (1) Tasks were scaled according to the ratings of the respondents and then rescaled, so as to have a distribution the same as the forced distribution of the individual responses.
- (2) Categories of tasks which exhibited 50 percent or more of the tasks rated above the mean were defined as "high" profiles, while categories with 50 percent or more below the mean were said to exhibit "low" profiles.

assistant principal number one, referred to as department two, follows. In order that the report may maintain a degree of brevity, only the findings of the one department are presented in detail and the findings for all six departments are presented in tabular form.

Since the facets of time, responsibility, and importance were all responded to within a normally distributed forced sort, a graphic presentation, showing the rating of each task as perceived by the assistant principal, is possible. Task categories in which at least 50 percent of the tasks were rated above or below the mean for each facet are considered in the text related to the profile. The profile also permits visual examination of the correspondence of the three facets and the determining of those specific tasks wherein correspondence of the facets is either highest or lowest. Further, a clear presentation of the status of the various categories of tasks is provided.

Analysis of the five sub-facets of the nature of administrative action facet was provided by the proportion of tasks assigned to each of the sub-facets.

Profile of Vocational Second Assistant Principal No. 1 (Department Two)

The profile presented in Figure 7 shows the rating by the assistant principal in charge of department two of each administrative task included in the CSAT Q-Sort, in terms of the frames of reference laid down by the three facets--time consumption, degree of responsibility, and relative importance. Table VIII presents the tasks that were placed in the "highest" category, and those placed in the "lowest"

TASKS RELATED TO :

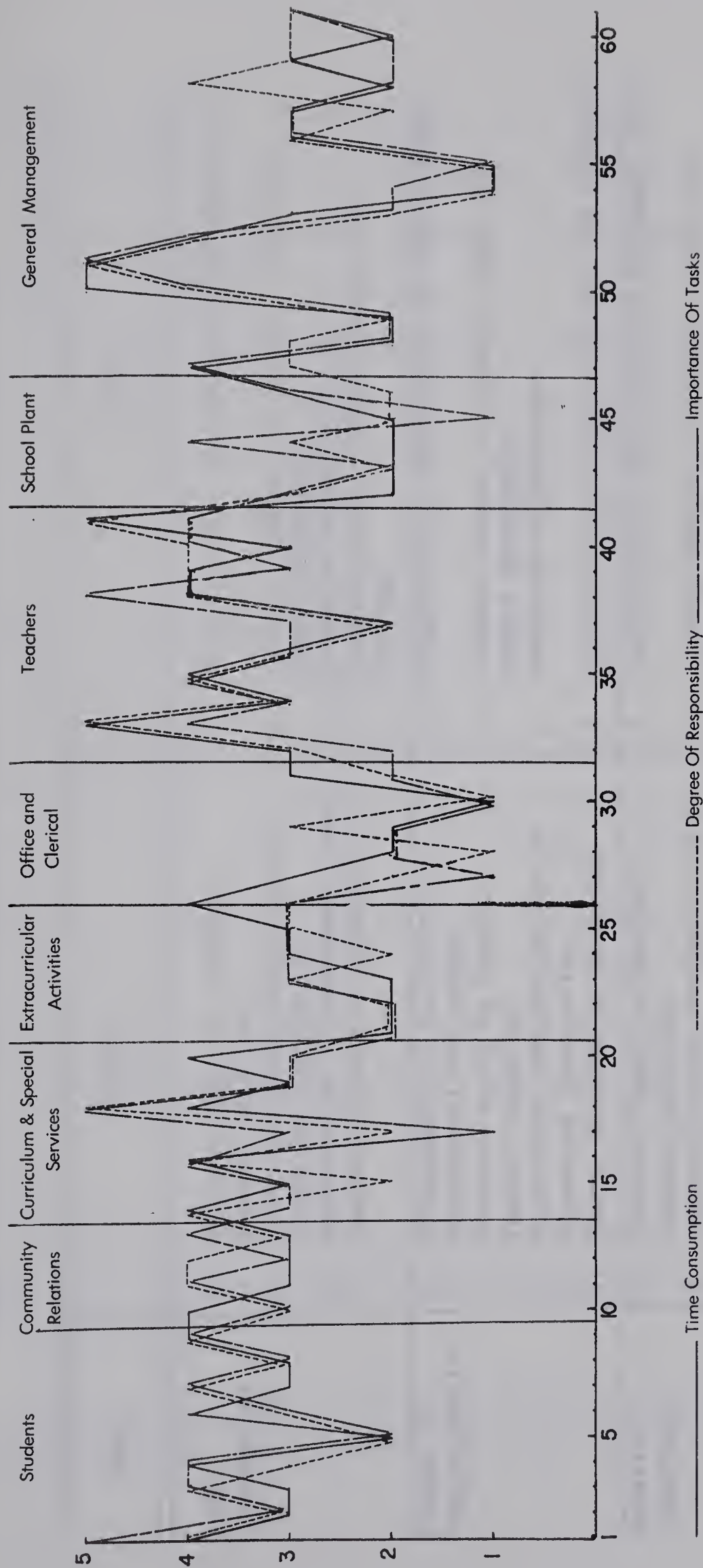


FIGURE 7

PROFILE OF PERCEIVED ROLE RESCALED RATINGS OF TASKS ON FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND RELATIVE IMPORTANCE OF DEPARTMENT TWO

TABLE VIII

TASKS PERCEIVED HIGHEST AND LOWEST ON FIRST THREE FACETS FOR DEPARTMENT TWO

Facet	Highest	Lowest
Time Consumption	<ol style="list-style-type: none"> 1. Teacher--Pupil or Teacher--Teacher Relations 2. Supervision and Evaluation of Classroom Instruction 3. Coordination of Department Heads 4. Master Calendar or Schedule 	<ol style="list-style-type: none"> 1. Instructional Materials and Equipment (33) 2. Student Photos, I-D Cards, Locks and Locker Management 3. Detention Supervision 4. Transportation (School Busses and Parking)
Degree of Responsibility	<ol style="list-style-type: none"> 1. Development of the School's Educational Philosophy 2. Teacher--Pupil or Teacher--Teacher Relations 3. Supervision and Evaluation of Classroom Instruction 4. Master Calendar or Schedule 	<ol style="list-style-type: none"> 1. Organization, Supervision of Office Staff 2. Student Photos, I-D Cards, Locks and Locker Management 3. Detention Supervision 4. Transportation (School Busses and Parking)
Relative Importance	<ol style="list-style-type: none"> 1. Teacher--Pupil or Teacher--Teacher Relations 2. Supervision and Evaluation of Classroom Instruction 3. Coordination of Department Heads 4. Master Calendar or Schedule 	<ol style="list-style-type: none"> 1. Instructional Materials and Equipment (33) 2. Student Photos, I-D Cards, Locks and Locker Management 3. Detention Supervision 4. Transportation (School Busses and Parking)

category on each of the three facets shown in Figure 7. Examination of Figure 7 reveals task categories portraying "high" and "low" profiles.¹ A discussion identifying such categories found in each facet of investigation follows.

Perceived time consumption. Tasks related to curriculum and special services (.57)² and teachers (.50) were rated by the vocational second assistant principal number one to portray high profiles. Low profiles evident in Figure 7 on the facet of time consumption are for tasks related to: (a) school plant (.80), (b) extracurricular activities (.60), and (c) office and clerical (.50).

Degree of responsibility perceived. Categories of tasks in which the assistant principal felt that the largest degree of responsibility should be held are shown in Figure 7 as categories related to teachers (.60) and community services (.50). Categories related to (a) office and clerical (.67), (b) extracurricular activities (.60), and (c) school plant (.60) each showed low profiles on the degree of responsibility perceived by the respondent.

Perceived importance of tasks. Ratings on the importance facet showed 50 percent or more of the tasks rated above the mean in

¹High profiles were defined as those categories in which 50 percent or more of the tasks were rated above the mean, while low profiles were those categories in which 50 percent or more of the tasks were rated below the mean.

²The numbers shown in brackets represent the proportion of tasks rated above the mid-point of the rating scale (high profiles) and the proportion of tasks rated below the mid-point (low profiles).

categories related to: (a) students (.56), (b) teachers (.50), and (c) community services (.50). Low profiles on the perceived importance of tasks were portrayed for tasks related to office and clerical (.83) and the general management category (.53).

Ratings of sub-facets of nature of administrative action. The largest number of tasks was perceived to be dealt with as an implementor by this respondent. Proportionately, .36 of the tasks included in the questionnaire were placed within this sub-facet. Proportions of all the tasks which were assigned to the five sub-facets of (a) not involved, (b) delegator, (c) suggestor, (d) decision maker, and (e) implementor are given in Table IX.

TABLE IX

RATING OF SUB-FACETS OF NATURE OF ADMINISTRATIVE ACTION ON
THE BASIS OF PROPORTION OF TASKS PERCEIVED WITHIN EACH
SUB-FACET BY ASSISTANT PRINCIPAL NUMBER TWO

Sub-facet	Proportion
Implementor	.36
Delegator	.21
Decision Maker	.20
Suggestor	.18
Not Involved	.05
Total	1.00

Tabulated Profiles Of Each Department

Descriptive ratings of the tasks as perceived by each assistant principal were prepared by the researcher for presentation in the same manner as described for department two. However, in order to maintain brevity, rescaled task ratings on each of the time, responsibility, and importance facets are displayed for each department in Table X. Also identified in the table are task categories which displayed 50 percent or more of the tasks rated above or below the mean.

Finally, Table X reveals the proportion of tasks placed (by each assistant principal) in each of the sub-facets of the nature of administrative action.

Summary Of Perceived Role Profiles

Some aspects of the profiles discussed in the preceding pages are worthy of note. Following is a list of some of the more prominent points of similarity or difference among the six perceived roles described by the incumbent assistant principals through their response to the CSAT Q-Sort.

1. For each assistant principal's perceived role, on each facet, the category related to teachers portrayed a "high" profile of responses.
2. There was some difference between the departments on the "high" profile revealed for the categories related to students and to curriculum and special services.
3. With few exceptions, "low" profiles were found in all departments and on most facets for the categories related to office and clerical and to school plant.

TABULATED PROFILES OF EACH DEPARTMENT FOR THE PERCEIVED ROLE

CATE- GORY	T	ASSISTANT PRINCIPAL #1			ASSISTANT PRINCIPAL #2			ASSISTANT PRINCIPAL #3			ASSISTANT PRINCIPAL #4			ASSISTANT PRINCIPAL #5			ASSISTANT PRINCIPAL #6		
		Rating a, b, c	High & Low Categories a, b, c	Proportion Sub-facets a,b,c,d,e	Rating a, b, c	High & Low Categories a, b, c	Proportion Sub-facets a,b,c,d,e	Rating a, b, c	High & Low Categories a, b, c	Proportion Sub-facets a,b,c,d,e	Rating a, b, c	High & Low Categories a, b, c	Proportion Sub-facets a,b,c,d,e	Rating a, b, c	High & Low Categories a, b, c	Proportion Sub-facets a,b,c,d,e	Rating a, b, c	High & Low Categories a, b, c	Proportion Sub-facets a,b,c,d,e
Students	1	3 4 4			4 4 5						5 4 3			4 3 4			4 3 4		
	2	2 2 3			3 3 3						3 2 2			3 3 2			3 3 2		
	3	3 3 2			4 4 4						4 3 3			4 3 2			4 3 2		
	4	3 3 2			4 4 4						4 3 3			4 3 3			4 3 3		
	5	2 2 2			2 2 2						3 3 3			3 3 3			3 3 3		
	6	3 4 4			3 4 4						4 4 3			4 4 3			4 4 3		
	7	3 4 4			3 4 4						4 4 3			4 4 3			4 4 3		
	8	2 3 2			3 3 3						5 5 4			3 4 3			3 4 3		
	9	2 2 2			4 4 4						4 4 3			4 4 3			4 4 3		
	10	3 3 3			4 4 4						3 3 3			5 4 4			3 4 4		
Comm. & Curriculum	11	3 3 3			3 4 4						3 3 3			3 3 3			3 3 3		
	12	3 3 3			3 4 4						3 3 3			3 3 3			3 3 3		
	13	3 3 3			3 4 4						3 3 3			3 3 3			3 3 3		
	14	4 4 3			4 4 3						3 3 3			3 3 3			3 3 3		
	15	4 4 3			4 4 3						3 3 3			3 3 3			3 3 3		
	16	5 5 3			4 4 4						4 4 4			4 4 4			4 4 4		
	17	4 4 4			4 4 4						4 4 4			4 4 4			4 4 4		
	18	5 4 5			1 2 3						3 3 3			3 3 3			3 3 3		
	19	3 2 3			3 3 3						3 3 3			4 4 4			4 4 4		
	20	5 5 5			4 4 3						3 3 3			3 3 3			3 3 3		
Office & Extracurricular	21	3 2 2			2 2 2						4 3 3			2 3 3			2 3 3		
	22	3 3 3			2 2 2						3 3 3			2 2 2			2 2 2		
	23	3 3 3			2 2 2						2 2 2			2 2 2			2 2 2		
	24	3 3 3			2 2 2						2 2 2			2 2 2			2 2 2		
	25	2 2 2			3 3 3						3 3 3			2 2 2			2 2 2		
	26	1 2 2			4 4 4						4 4 4			3 3 3			3 3 3		
	27	1 1 1			3 3 3						3 3 3			2 2 2			2 2 2		
	28	2 1 2			2 1 2						2 2 2			2 2 2			2 2 2		
	29	1 2 2			3 3 3						2 2 2			2 2 2			2 2 2		
	30	1 2 2			2 2 2						2 2 2			2 2 2			2 2 2		
Teachers	31	1 1 1			3 3 3						3 3 3			2 2 2			2 2 2		
	32	4 4 4			5 5 5						4 4 4			3 3 3			3 3 3		
	33	4 4 4			3 3 3						3 3 3			4 4 4			4 4 4		
	34	4 4 4			3 3 3						3 3 3			4 4 4			4 4 4		
	35	3 3 3			4 4 4						4 4 4			3 3 3			3 3 3		
	36	3 3 3			4 4 4						4 4 4			3 3 3			3 3 3		
	37	3 5 4			4 4 4						3 3 3			2 2 2			2 2 2		
	38	3 5 4			4 4 4						3 3 3			3 3 3			3 3 3		
	39	5 4 4			3 4 4						4 4 4			4 4 4			4 4 4		
	40	4 4 4			5 5 5						4 4 4			4 4 4			4 4 4		
School Plant	41	4 4 4			5 5 5						4 4 4			4 4 4			4 4 4		
	42	3 3 3			2 2 2						2 2 2			2 2 2			2 2 2		
	43	3 3 3			2 2 2						2 2 2			2 2 2			2 2 2		
	44	3 3 3			2 2 2						2 2 2			2 2 2			2 2 2		
	45	2 1 1			2 2 2						1 1 1			1 1 1			1 1 1		
	46	2 2 2			2 2 2						2 2 2			2 2 2			2 2 2		
	47	3 3 3			4 4 4						3 3 3			2 2 2			2 2 2		
	48	2 2 2			2 2 2						2 2 2			2 2 2			2 2 2		
	49	2 2 2			2 2 2						2 2 2			2 2 2			2 2 2		
	50	4 4 4			5 5 5						4 4 4			4 4 4			4 4 4		
General Management	51	4 5 4			5 5 5						4 4 4			4 4 4			4 4 4		
	52	4 4 4			4 4 4						3 3 3			3 3 3			3 3 3		
	53	3 4 3			4 4 4						3 3 3			3 3 3			3 3 3		
	54	2 3 2			1 1 1						3 3 3			2 2 2			2 2 2		
	55	2 3 2			1 1 1						3 3 3			2 2 2			2 2 2		
	56	2 2 2			3 3 3						3 3 3			2 2 2			2 2 2		
	57	4 4 4			2 2 2						4 4 4			4 4 4			4 4 4		
	58	3 4 4			2 2 2						3 3 3			4 4 4			4 4 4		
	59	1 3 1			3 3 3						3 3 3			3 3 3			3 3 3		
	60	2 3 2			3 3 3						3 3 3			3 3 3			3 3 3		

¹The ratings displayed are the ratings of each role incumbent. Facets are represented by (a) time, (b) responsibility, and (c) importance.

²For each of the time, responsibility, and importance facets, categories which showed "high" profiles are labelled with the proportion of tasks rated above the mean indicated. Categories which showed "low" profiles are also so labelled and the proportion of tasks rated below the mean are indicated.

³Displayed are the proportion of tasks rated in each sub-facet of the nature of administrative action.

4. Three assistant principals' responses showed low profiles on two or more facets for the category related to extra-curricular activities. These were the responses of the three vocational assistant principals.

III. PERCEIVED ROLE COMPOSITE SCORE

On each of the facets, a composite rating of the tasks that would best represent the perceptions of all six assistant principals under study was derived statistically, as outlined in chapter three. Figure 8 presents a graphical profile of these composite ratings. Correspondence of the three graphs representing the facets of time consumption, degree of responsibility, and relative importance is more evident for this composite score rating than it is for the individual departmental rating profiles.

An overview of the profile draws attention to the following descriptive points of the role of the assistant principal, within this setting, perceived by the assistant principal as it should be:

1. Tasks related to curriculum and special services and to teachers are predominately high on all three facets.
2. Tasks related to students are rated somewhat lower, although, for the most part, above the mean.
3. Very low ratings are indicated for tasks related to school plant and to office and clerical work, although in the latter case the rating is somewhat less extreme.
4. Tasks related to extracurricular activities are all rated

TASKS RELATED TO :

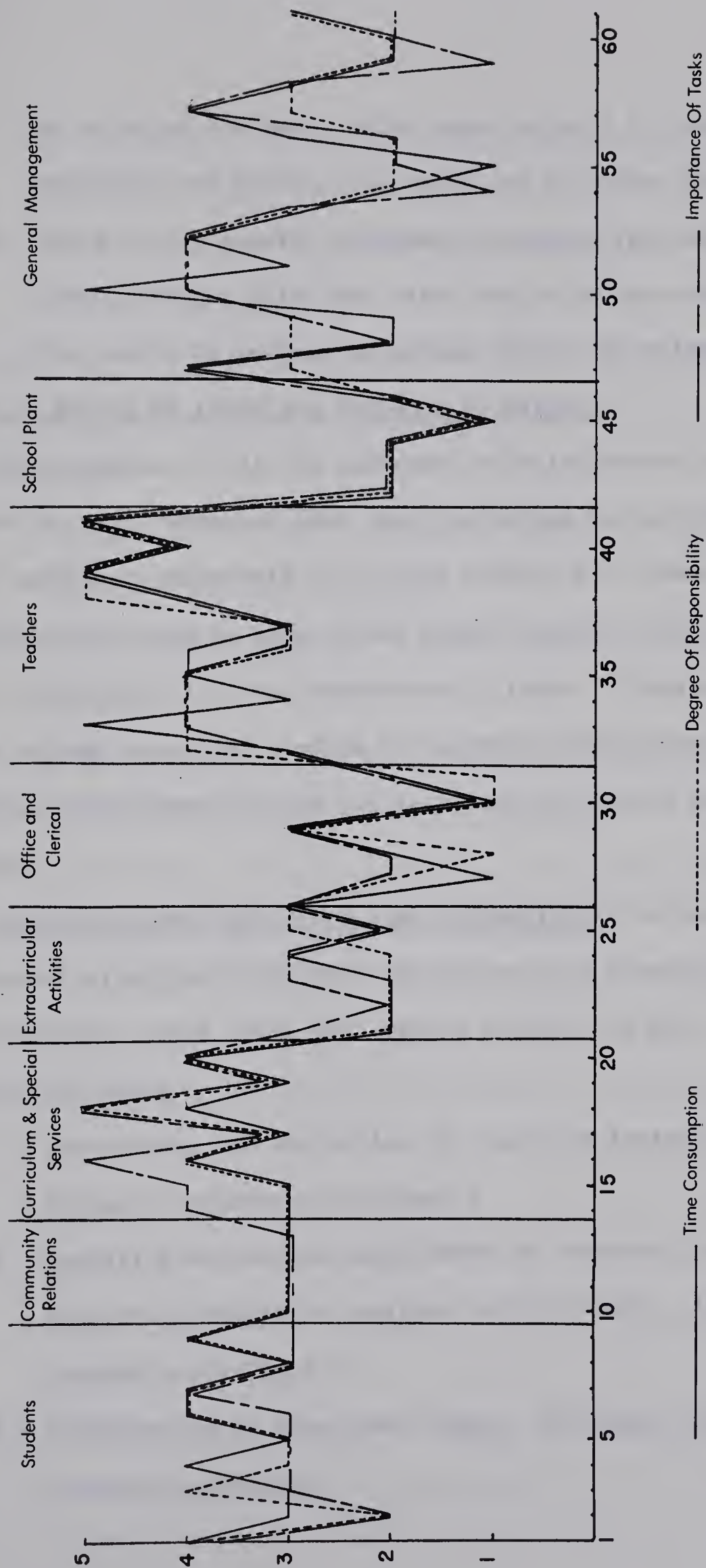


FIGURE 8

COMPOSITE SCORE PROFILE OF PERCEIVED ROLE RESCALED RATINGS OF ADMINISTRATIVE TASKS ON THE FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND RELATIVE IMPORTANCE

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at or below the mean, while tasks related to community relations are found at the mean for all three facets.

5. Tasks in the general management category vary widely in their ratings, with some rated very high and others very low, and with ratings at points within the extremes.

Analysis Of Rating Of Items And Deviance Of Rating

The responses of all six assistant principals were analyzed to determine the mean rating of each task, according to the perceptions of these assistant principals as to what "should be," under the frame of reference laid down by each of the three facets of time consumption, degree of responsibility, and importance of tasks. Standard deviations of these ratings were also studied to determine those tasks which showed most disagreement across the responses of the six assistant principals.

Composite score--perceived time consumption. In general, the six assistant principals reported perceptions that placed the following tasks highest among those that should require the most time of assistant principals:

1. Supervision and evaluation of classroom instruction.
(Category related to teachers.)
2. Assisting and aiding improvement of teaching, including in-service education programs and workshops. (Category related to teachers.)
3. Coordination of department heads. (Category related to general management.)

4. Coordinating, reporting, and analyzing curriculum development.
(Category related to curriculum and special services.)
5. Teacher--pupil or teacher--teacher relations. (Category related to teachers.)

Those tasks that received the lowest rating on the time consumption facets, according to the reported perceptions of the six assistant principals, were:

1. Transportation (school busses and parking). (Category related to general management.)
2. Supervision of custodial forces. (Category related to school plant.)
3. Student photos, I-D cards, locks and locker management.
(Category related to office and clerical.)
4. Interviewing, hiring, evaluating non-teaching personnel.
(Category related to office and clerical.)
5. Management and operation of the cafeteria. (Category related to general management.)

Greatest deviation among responses was recorded for the following tasks:

1. Preparation of student handbook. (Category related to students.)
2. Student records: attendance, conduct, educational. (Category related to students.)
3. Instructional materials and equipment. (Category related to curriculum and special services.)

4. Special correspondence and literature. (Category related to office and clerical.)
5. School council and/or student assemblies. (Category related to extracurricular activities.)

Least deviation among responses was recorded for the following tasks:

1. Library services (excluding audio-visual aids). (Category related to curriculum and special services.)
2. School health services, student accident insurance, and reporting accidents. (Category related to general management.)
3. Program changes or student transfers. (Category related to students.)
4. School board and provincial reports (including student registration and mark reports). (Category related to general management.)
5. Supervision and evaluation of classroom instruction. (Category related to teachers.)

Composite score--perceived degree of responsibility. Reported perceptions of the tasks in which assistant principals should hold the highest degree of responsibility showed the following tasks rated highest by the respondents:

1. Supervision and evaluation of classroom instruction. (Category related to teachers.)
2. Development of the school's educational philosophy. (Category related to curriculum and special services.)
3. Coordinating, reporting, and analyzing curriculum development. (Category related to curriculum and special services.)

4. Duty assignments to teachers (teacher schedules). (Category related to teachers.)
5. Assisting and aiding improvement of teaching (including in-service education programs and workshops). (Category related to teachers.)

Tasks perceived as those in which assistant principals should hold the lowest degree of responsibility were:

1. Supervision of custodial forces. (Category related to school plant.)
2. Organization, supervision of office staff. (Category related to office and clerical.)
3. Student photos, I-D cards, locks and locker management. (Category related to office and clerical.)
4. Supplies and equipment accounting. (Category related to office and clerical.)
5. Supervision of customer services. (Category related to general management.)

Deviation of responses of task rating was greatest in the following tasks:

1. Educational conferences of the school, the system, or the Department of Education. (Category related to curriculum and special services.)
2. Master calendar or schedule. (Category related to general management.)
3. Detention supervision. (Category related to general management.)

4. Transportation (school busses and parking). (Category related to general management.)
5. Supervision of customer services. (Category related to general management.)

Least deviation of responses on the facet of degree of responsibility occurred on the following tasks:

1. Faculty handbook and/or administrative bulletins. (Category related to teachers.)
2. Student clubs and/or student publications (including related boards). (Category related to extracurricular activities.)
3. Instructional materials and equipment. (Category related to curriculum and special services.)
4. Student requested interviews, re: counselling, complaints, etc. (Category related to students.)
5. Tied:
 - (a) School correspondence and literature. (Category related to office and clerical.)
 - (b) Casual and informal meetings with non-school educators. (Category related to general management.)

Composite score--perceived importance of tasks. Incumbent assistant principals reported perceiving the following tasks as those that should be assigned the greatest importance:

1. Development of the school's educational philosophy. (Category related to curriculum and special services.)
2. Coordinating, reporting, and analyzing curriculum development. (Category related to curriculum and special services.)

3. Assisting and aiding improvement of teaching (including in-service education programs and workshops). (Category related to teachers.)
4. Orientation of and assistance to new teachers. (Category related to teachers.)
5. Supervision and evaluation of classroom instruction.
(Category related to teachers.)

Least important tasks, according to the combined responses of the six assistant principals on the above facet, were:

1. Supervision of custodial forces. (Category related to school plant.)
2. Management and operation of the cafeteria. (Category related to general management.)
3. Interviewing, hiring, evaluating non-teaching personnel.
(Category related to office and clerical.)
4. Student photos, I-D cards, locks and locker management.
(Category related to office and clerical.)
5. Tied:
 - (a) Detention supervision. (Category related to general management.)
 - (b) Transportation (school busses and parking). (Category related to general management.)

Deviation among the respondents on the rating of tasks according to the relative importance facet was greatest on the following tasks:

1. Master calendar or schedule. (Category related to general management.)
2. Accountability or administration regarding use of school facilities for night school. (Category related to school plant.)
3. Open House, interview or tour visitors. (Category related to community relations.)
4. Educational conferences of the school, the system, or the Department of Education.
5. Plan or conduct general faculty meetings. (Category related to teachers.)

The lowest deviance of responses on the rating of tasks for the above facet was recorded on the following tasks:

1. School publicity (relations with press, radio, TV, advertising for school functions). (Category related to community relations.)
2. Student clubs and/or student publications (including related boards). (Category related to extracurricular activities.)
3. School board and provincial reports (including student registration and mark reports). (Category related to general management.)
4. Schedule classes and facilities. (Category related to general management.)
5. Tied:
 - (a) Coordination of department heads. (Category related to general management.)

- (b) Supervision of custodial forces. (Category related to school plant.)

Composite score--the nature of administrative action. Perceptions reported by the assistant principals, on the nature of administrative action that they should follow with reference to each task, were tallied so as to determine the sub-facet most often identified for each task by the six assistant principals. With some degree of brevity as a criterion, it was decided to report those tasks placed under the sub-facets of implementor, decision maker, suggestor, delegator, and not involved by at least three, or more, of the respondents. The following tasks for each of the sub-facets indicated met this criterion:

Implementor sub-facet:

1. Interviews (student and/or parent) re: conduct or absenteeism. (Category related to students.)
2. Student requested interviews: re: counselling, complaints, etc. (Category related to students.)
3. Assignment of students to classes, student timetables. (Category related to students.)
4. Supervision and control of students while on school premises. (Category related to students.)
5. Home and school functions and/or parent teacher relations. (Category related to community relations.)
6. Coordinating, reporting, and analyzing curriculum development. (Category related to curriculum and special services.)
7. Intern and/or practice teachers. (Category related to teachers.)

8. Teacher--pupil or teacher--teacher relations. (Category related to teachers.)
9. Supervision and evaluation of classroom instruction. (Category related to teachers.)
10. Coordination of department heads. (Category related to general management.)
11. Detention supervision. (Category related to general management.)

Decision Maker sub-facet:

1. Schedule classes and facilities. (Category related to general management.)
2. Staff analysis, status reports, selection of teachers. (Category related to teachers.)
3. Faculty handbook and/or administrative bulletins. (Category related to teachers.)
4. Program changes or student transfers. (Category related to students.)
5. Justification, requisition, selection of supplies and equipment. (Category related to general management.)
6. Development of the school's educational philosophy. (Category related to curriculum and special services.)
7. Duty assignments to teachers (teacher schedules). (Category related to teachers.)
8. Projection of enrollments. (Category related to general management.)

9. Supervision and evaluation of classroom instruction.
(Category related to teachers.)
10. Preparation of student handbook. (Category related to students.)
11. Study and report: pupil achievement, progress, needs.
(Category related to students.)
12. Assisting and aiding improvement of teaching, including in-service education programs and workshops. (Category related to teachers.)
13. Schedule classes and facilities. (Category related to general management.)
14. Liaison and articulation with elementary and junior high school. (Category related to curriculum and special services.)
15. Administration development conferences (development, evaluation, interpretation of policy). (Category related to general management.)

Suggestor sub-facet:

1. Student aid, welfare, vocational placement. (Category related to students.)
2. School publicity (relations with press, radio, TV, advertising for school functions). (Category related to community relations.)
3. Educational conferences of the school, the system, or the Department of Education. (Category related to curriculum

- and special services.)
- 4. Awards, commencement exercises. (Category related to extracurricular activities.)
- 5. Organization, supervision of office staff. (Category related to office and clerical.)
- 6. Accountability or administration regarding use of school facilities for night school. (Category related to school plant.)
- 7. Supervision of custodial forces. (Category related to school plant.)

Delegator sub-facet:

- 1. Student aid and welfare, vocational placement. (Category related to students.)
- 2. Library services (excluding audio-visual aids). (Category related to curriculum and special services.)
- 3. Inter-school and/or intra-mural activities or contests. (Category related to extracurricular activities.)
- 4. Student clubs and/or student publications (including related boards). (Category related to extracurricular activities.)
- 5. Student council and/or student assemblies. (Category related to extracurricular activities.)
- 6. Student records: attendance, conduct, educational. (Category related to office and clerical.)
- 7. Supplies and equipment accounting. (Category related to office and clerical.)

8. School health services, student accident insurance, and reporting accidents. (Category related to general management.)
9. School board and provincial reports (including student registration and mark reports). (Category related to general management.)
10. Management and operation of the cafeteria. (Category related to general management.)
11. Registration, enrollment, orientation of students. (Category related to students.)
12. Student requested interviews, re: counselling, complaints, etc. (Category related to students.)
13. Supervision and control of students while on school premises. (Category related to students.)
14. Student social activities. (Category related to extra-curricular activities.)
15. Student photos, I-D cards, locks and locker management. (Category related to office and clerical.)
16. School safety programs (fire drills). (Category related to general management.)
17. Detention supervision. (Category related to general management.)

Not Involved sub-facet:

1. Interviewing, hiring, evaluating non-teaching personnel. (Category related to office and clerical.)

2. Supervision of customer services. (Category related to general management.)

IV. CORRESPONDENCE OF FACETS

Responses of the six assistant principals were examined, using coefficients of correlation, to determine the correspondence of the facets used in the examination of the perceived role system. Correlation coefficients examining correspondence of the various combinations of facets and sub-facets¹ are displayed in Table XI. With few exceptions, the findings were relatively consistent, within the perceived role system, for all six respondents.

An overview of the table permits the following statements:

1. The facets of amount of time, degree of responsibility, and importance of tasks all correlate positively in the range of .412 to .840.
2. The correlation of "responsibility" and "importance" are higher than other tests of correspondence, with the exception of department one.
3. A comparison of facets of "time," "responsibility," and "importance" with each of the sub-facets of the nature of administrative action facet indicates that in the majority of the cases the first three facets show: (a) negative correlations of a fairly high order with the sub-facets of

¹Since sub-facets of the "nature of administrative action" sort were by design mutually exclusive, correlations between them have not been given.

TABLE XI
CORRESPONDENCE OF FACETS OF ROLE PERCEPTIONS

Facets	Facets and sub-facets							
	Time	Responsibility	Importance	Nature of Administrative Action				
				Not Involved	Delegator	Suggestor	Decision Maker	Implementor
Assistant Principal One								
Time	--	.713	.840	-.251	-.627	.000	.674	.000
Responsibility	--	--	.809	-.251	-.594	-.064	.674	.000
Importance	--	--	--	-.251	-.594	-.064	.674	.000
Assistant Principal Two								
Time	--	.729	.682	-.179	-.234	-.374	.241	.299
Responsibility	--	--	.745	-.269	-.156	-.374	.321	.199
Importance	--	--	--	-.359	-.273	-.374	.442	.266
Assistant Principal Three								
Time	--	.523	.412	-.251	-.229	-.040	.080	.321
Responsibility	--	--	.761	-.251	-.229	-.160	.241	.281
Importance	--	--	--	-.251	-.163	-.160	.281	.160
Assistant Principal Four								
Time	--	.777	.754	.000	-.333	-.135	.269	.225
Responsibility	--	--	.761	.000	-.466	.000	.235	.315
Importance	--	--	--	.000	-.566	-.045	.403	.270
Assistant Principal Five								
Time	--	.640	.541	-.548	.098	-.027	.153	.364
Responsibility	--	--	.682	-.546	-.039	.208	.225	.222
Importance	--	--	--	-.468	.078	.166	.135	.074
Assistant Principal Six								
Time	--	.793	.761	-.379	.185	-.334	.351	.129
Responsibility	--	--	.824	-.331	.000	-.334	.390	.259
Importance	--	--	--	-.426	.111	-.371	.429	.216

"not involved" and "delegator," (b) negative correlations of a somewhat lower order with the suggestor sub-facet, (c) relatively high positive correlations with the decision maker sub-facet, (d) positive correlation of a lower order with the implementor sub-facet.

In general then, tasks perceived to be dealt with as "decision maker" tended to be rated high on the facets of time, responsibility, and importance, as did tasks perceived to be implemented. According to the reported perceptions of the incumbent assistant principals, tasks placed in the "not involved," "delegator," and "suggestor" sub-facets tended to be rated low on the facets of time, responsibility, and importance.

The next chapter moves on to present the findings which are descriptive of the role enactment of the assistant principals. The same general format which was used in the preceding two chapters will be used to describe the operational role.

CHAPTER VI

DESCRIPTION OF OPERATIONAL ROLE

I. INTRODUCTION

The third role system, the operational role, was described in terms of the responses of each assistant principal and randomly selected observers (teachers under the direction of the respective assistant principals) of the role enactment. The four facets of investigation were identical to those used in the investigation into the nature of the prescribed role system and the perceived role system reported earlier, namely (a) amount of time, (b) degree of responsibility, (c) relative importance, and (d) nature of administrative action.

Figure 9 shows both how the data were prepared for presentation and analyzed to seek answers to the problems posed by the research. The reporting of the findings follows, under the same major format as the previous two chapters, dealing in turn with: (a) the rating of administrative tasks in reference to each assistant principal, (b) a presentation of the findings descriptive of an operational role composite score, (c) a report on the extent of consensus of role observers, (d) the correspondence of the facets of investigation.

II. RATING OF ADMINISTRATIVE TASKS

The methodology of the research involved a detailed examination of responses to the CSAT Q-Sort, in order to describe the operational

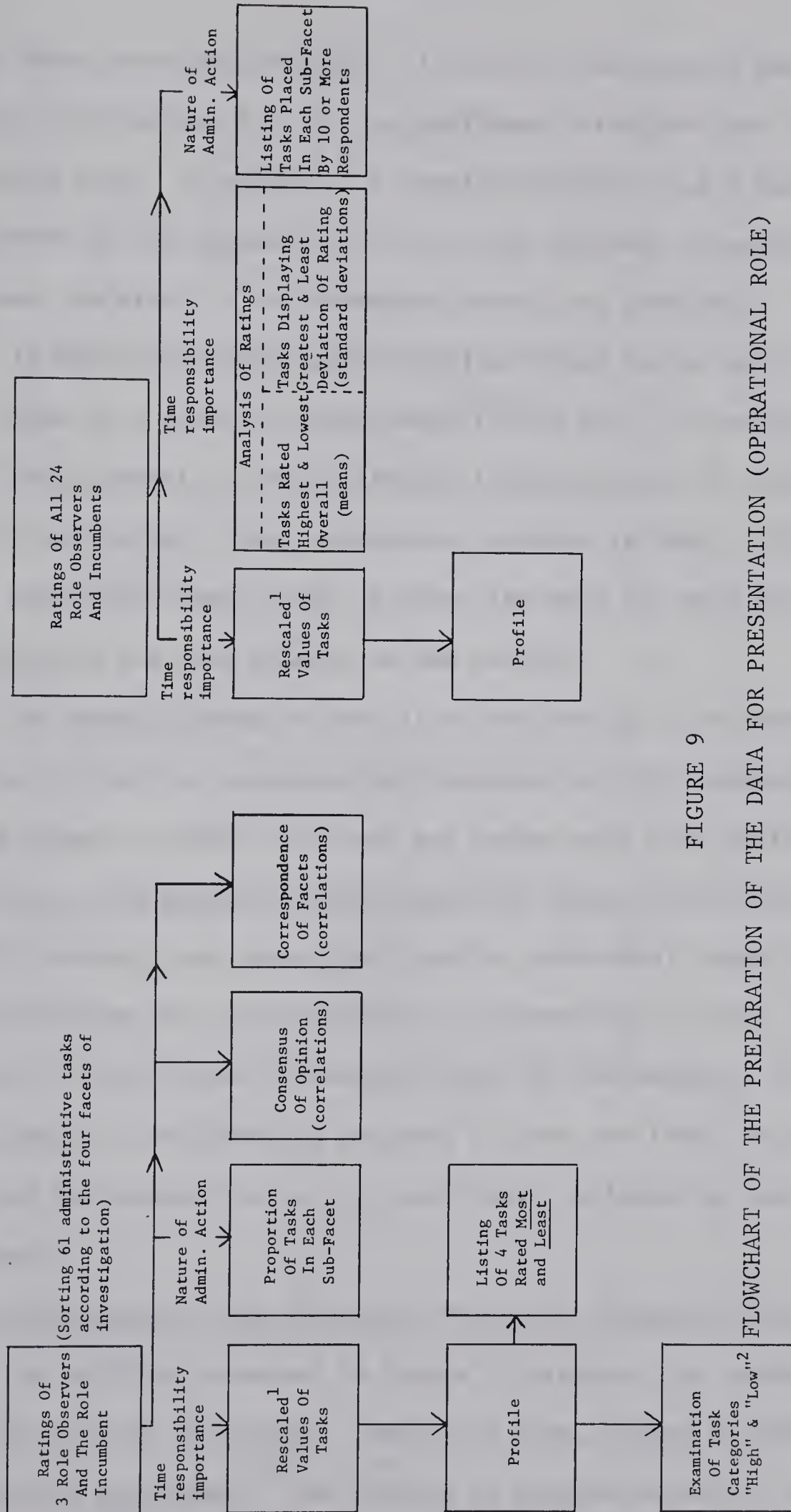


FIGURE 9

FLOWCHART OF THE PREPARATION OF THE DATA FOR PRESENTATION (OPERATIONAL ROLE)

- (1) Tasks were scaled according to the ratings of the respondents and then rescaled, so as to have a distribution the same as the forced distribution of the individual responses.
- (2) Categories of tasks which exhibited 50 percent or more of the tasks rated above the mean were defined as "high" profiles, while categories with 50 percent or more below the mean were said to exhibit "low" profiles.

role of each assistant principal. In order to maintain a degree of brevity, the findings for all six assistant principals are summarized in tabular form. In addition, a complete analysis and a detailed description of the operational role of the academic first assistant principal, referred to as department three, are provided.

In view of the fact that the first three facets were responded to in terms of a normally distributed forced sort, it was possible to chart the placement of each of the 61 tasks for each of these facets onto a single graph. Task categories in which at least fifty percent of the tasks were rated above or below the mean for each facet are considered in the text related to the profile.

The graph presents a profile of the rating of the tasks, as reported by the role incumbent and observers of the incumbent, concerning the manner in which each task was being dealt with operationally. In addition, the general correspondence of these three facets is visually evident, and, more specifically, individual tasks can be identified where the correspondence is either high or low. Statistical analysis of this factor is included later in the chapter. For the fourth facet, a departmental analysis of each sub-facet is provided by reporting the proportion of the total tasks assigned to each of the sub-facets.

Profile Of Academic First Assistant Principal (Department Three)

The profile presented in Figure 10 presents the rating of the tasks for each of the facets: amount of time, degree of responsibility, and relative importance. The profile is representative of the responses

TASKS RELATED TO :

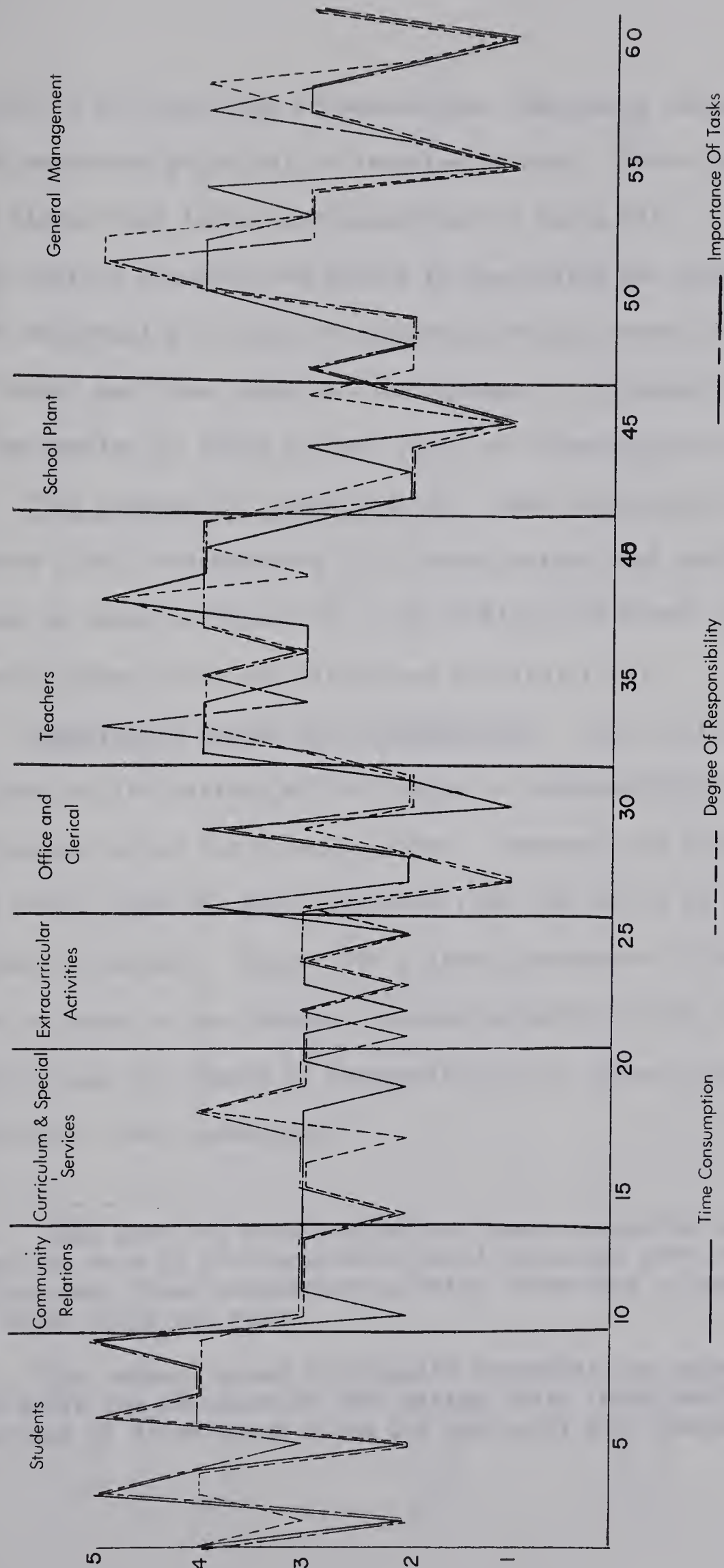


FIGURE 10

PROFILE OF OPERATIONAL ROLE RESCALED RATINGS OF TASKS ON FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND RELATIVE IMPORTANCE FOR DEPARTMENT THREE

received in the reporting of perceptions concerning the operational role of the assistant principal of department three. Those tasks that were rated highest and lowest are identified in Table XII. An examination of the profile presented in Figure 10, describing the operational role of the assistant principal of department three, shows task categories with "high" and "low" profiles¹ of ratings. A discussion identifying such categories as found in each facet of investigation follows.

Time consumption operationally. Task categories related to students (.78)² and teachers (.60) both portray high profiles of task ratings as shown in Figure 10. Low profiles are shown for tasks related to school plant (.80) and office and clerical (.67).

Operational degree of responsibility. High profiles were received, on the ratings of the degree of responsibility held, for the same categories as the previous facet. However, the proportion of tasks rated above the mean increased from .60 to .70 in the category related to teachers. Except for a lower proportion of tasks rated below the mean in the category related to school plant, low profiles were the same for degree of responsibility as those found for the operational time consumption.

¹High profiles were defined as those categories in which 50 percent or more of the tasks were rated above the mean, while low profiles were those categories in which 50 percent or more of the tasks were rated below the mean.

²The numbers shown in brackets represent the proportion of tasks rated above the mid-point of the rating scale (high profiles) and the proportion of tasks rated below the mid-point (low profiles).

TABLE XII

TASKS REPORTED OPERATIONALLY AS HIGHEST AND LOWEST ON FIRST THREE FACETS FOR DEPARTMENT THREE

Facet	Highest	Lowest
Time Consumption	<ol style="list-style-type: none"> 1. Program Changes or Student Transfers 2. Assignment of Students to Classes, Student Timetables 3. Interviews (student and/or parents) Re: Conduct or Absenteeism 4. Duty Assignment to Teachers (Teacher Schedules) 	<ol style="list-style-type: none"> 1. Student Photos, I-D Cards, Locks and Locker Management 2. Supervision of Custodial Forces 3. Transportation (School Busses and Parking) 4. Supervision of Customer Service
Degree of Responsibility	<ol style="list-style-type: none"> 1. Assignment of Students to Classes, Student Timetables 2. Duty Assignments to Teachers (Teacher Schedules) 3. Master Calendar or Schedule 4. Schedule Classes and Facilities 	<ol style="list-style-type: none"> 1. Interviewing, Hiring, Evaluating of Non-teaching Personnel 2. Supervision of Custodial Forces 3. Transportation (School Busses and Parking) 4. Supervision of Customer Service
Relative Importance	<ol style="list-style-type: none"> 1. Program Changes or Student Transfers 2. Interviews (student and/or parents) Re: Conduct or Absenteeism 3. Teacher--Pupil or Teacher--Teacher Relations 4. Master Calendar or Schedule 	<ol style="list-style-type: none"> 1. Interviewing, Hiring, Evaluating Non-teaching Personnel 2. Supervision of Custodial Forces 3. Transportation (School Busses and Parking) 4. Supervision of Customer Service

Operational importance of tasks. Categories portraying high profiles of ratings on the operational importance facet were identical to those portrayed in the previous facet of investigation. All of the tasks related to school plant and .67 of the tasks related to office and clerical were rated below the mean rating of tasks.

Rating of sub-facets of nature of administrative action. Of the sub-facets not involved, delegator, decision maker, and implementor, the respondents identified .26 of the tasks as being operationally carried out by this assistant principal as an implementor, and a like proportion as delegator. Proportions of tasks reported operationally in each sub-facet are given in Table XIII.

TABLE XIII

RATING OF SUB-FACETS OF NATURE OF ADMINISTRATIVE ACTION--
OPERATIONAL ROLE FOR DEPARTMENT THREE

Sub-facet	Proportion
Implementor	.26
Delegator	.26
Suggestor	.23
Decision Maker	.16
Not Involved	.09
Total	1.00

Tabulated Profiles Of Each Department

For the facets of time consumption, degree of responsibility, and relative importance, rescaled task ratings for each department were arrived at in the same way as described for department three. The findings for all six departments are condensed into Table XIV. Task categories which displayed 50 percent or more of the tasks rated above or below the mean are also identified in the table.

In addition, the proportion of tasks placed in each of the sub-facets of the nature of administrative action facet by the respondents describing the operational role of each assistant principal is shown in Table XIV.

Summary Of Operational Role Profiles

Respondents who participated in the definition of the operational role (each assistant principal and three randomly selected teachers from his department) provided fairly comparable profiles for each assistant principal, as has been shown in the preceding pages. A few of the more prominent aspects of similarity or difference are summarized here:

1. In each department, on each facet, the category of tasks related to students presents a high profile.
2. In no department, on no facet, did the category related to curriculum and special services present either a high or low profile for this operational role.
3. With few exceptions, low profiles were found throughout the categories related to school plant and to office and clerical.

TABULATED PROFILES OF EACH DEPARTMENT FOR THE OPERATIONAL ROLE

CATE- GORY	T	ASSISTANT PRINCIPAL #1			ASSISTANT PRINCIPAL #2			ASSISTANT PRINCIPAL #3			ASSISTANT PRINCIPAL #4			ASSISTANT PRINCIPAL #5			ASSISTANT PRINCIPAL #6		
		Rating	High & Low Categories a, b, c	Proportion Sub-facets a,b,c,d,e	Rating	High & Low Categories a, b, c	Proportion Sub-facets a,b,c,d,e	Rating	High & Low Categories a, b, c	Proportion Sub-facets a,b,c,d,e	Rating	High & Low Categories a, b, c	Proportion Sub-facets a,b,c,d,e	Rating	High & Low Categories a, b, c	Proportion Sub-facets a,b,c,d,e	Rating	High & Low Categories a, b, c	Proportion Sub-facets a,b,c,d,e
Students	1	4	5	4	5	4	4	4	4	4	5	4	4	5	4	4	5	4	4
	2	2	2	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3
	3	4	4	5	4	4	4	5	4	4	5	4	4	5	4	4	5	4	4
	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	6	5	5	5	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5
	7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Comm. Relations	11	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	12	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	13	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	14	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	17	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	19	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	20	4	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Office & Act.	21	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	22	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	23	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	24	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	25	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	26	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	27	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	28	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	29	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	30	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Teachers	31	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	32	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	33	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	34	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	35	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	36	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	37	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	38	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	39	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	40	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
School Plant	41	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	42	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	43	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	44	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	45	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	46	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	47	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	48	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	49	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	50	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
General Management	51	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	52	5	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	53	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	54	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	55	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	56	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	57	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	58	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	59	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	60	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

¹The ratings displayed are the rescaled ratings of the combined responses of the assistant principal and the role observers. Facets are represented by (a) time, (b) responsibility, and (c) importance.

²For each of the time, responsibility, and importance facets, categories which showed "high" profiles are labelled with the proportion of tasks rated above the mean indicated. Categories which showed "low" profiles are also so labelled and the proportion of tasks rated below the mean are indicated.

³Displayed are the proportion of tasks rated in each sub-facet of the nature of administrative action.

4. For three assistant principals (departments two, four, and five) low profiles were found for tasks related to extra-curricular activities. These were the three vocational assistant principals.

III. OPERATIONAL ROLE COMPOSITE SCORE

As in the two previous role systems, a composite score of the ratings on each of the facets was derived. This has been done with a view toward developing a general description of the role of the assistant principal within this setting. Figure 11 presents a graphical display of these composite ratings for the facets of time consumption, degree of responsibility, and importance of tasks. The profile gives the individual ratings of tasks within each facet and visual evidence of statistical tests of correspondence of these three facets. The discussion occurs later in this chapter. Correspondence of the three facets for this composite score rating is somewhat higher than for individual department ratings.

Through an overview of the profile, which shows ratings for the facets of time consumption, degree of responsibility, and relative importance of the tasks, some important descriptive aspects of the role enactment of assistant principals within this setting are in evidence. A summary of these aspects follows:

1. Predominantly high ratings of tasks related to students are shown for all three facets.
2. Tasks related to teachers all rated at or above the mean.

TASKS RELATED TO :

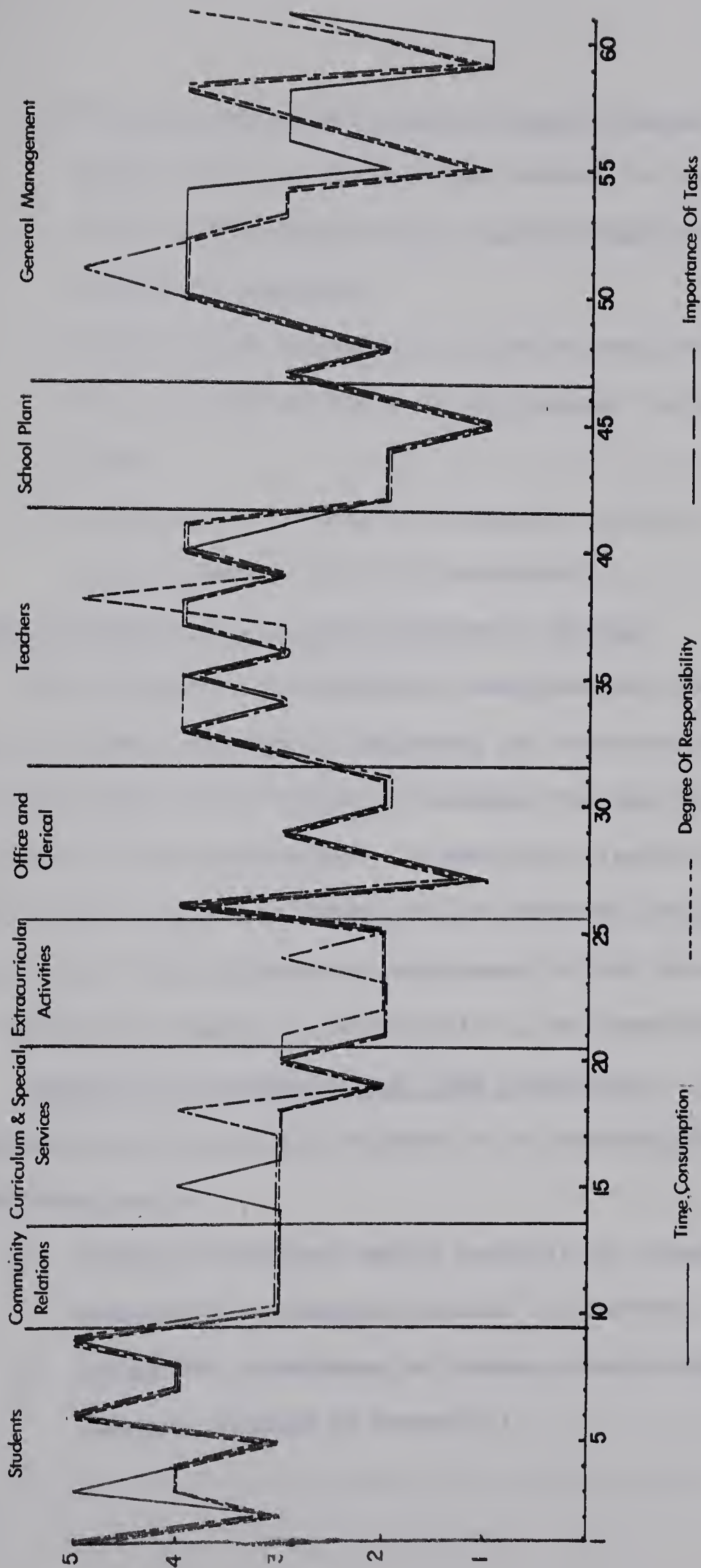


FIGURE 11

COMPOSITE SCORE PROFILE OF OPERATIONAL ROLE RESCALED RATINGS OF ADMINISTRATIVE TASKS ON THE FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND RELATIVE IMPORTANCE

OF DETERMINING SUBST



3. Very low ratings are shown for tasks related to school plant, and, to a somewhat less extent, for tasks within the office and clerical category and for tasks related to extra-curricular activities.
4. Tasks related to community relations and curriculum and special services cluster closely around the mean rating for tasks.
5. Tasks within the general management category vary widely in their ratings by the role observers.

Analysis Of Rating Of Items And Deviation Of Ratings

The responses of the assistant principals and the three role observers of each department (concerning the assistant principals' operational role) were analyzed to determine the mean rating of each task across all six departments. In addition, standard deviations of responses were computed to determine the extent of deviation of opinion on each task. This analysis was undertaken for the three facets of time consumption, degree of responsibility, and importance of tasks.

Composite score--operational time consumption. In general, the six assistant principals were reported to be spending the most time on the following tasks:

1. Interviews (student and/or parents) re: conduct or absenteeism. (Category related to students.)
2. Assignment of students to classes, student timetables. (Category related to students.)

3. Program changes or student transfers. (Category related to students.)
4. Registration, enrollment, orientation of students. (Category related to students.)
5. Student requested interviews, re: counselling, complaints, etc. (Category related to students.)

Those tasks which received the least time of the assistant principals were reported as:

1. Supervision of custodial forces. (Category related to school plant.)
2. Management and operation of the cafeteria. (Category related to general management.)
3. Supervision of customer service. (Category related to general management.)
4. Interviewing, hiring, evaluating non-teaching personnel. (Category related to office and clerical.)
5. Transportation (school busses and parking). (Category related to general management.)

Deviations among the responses across the six departments were greatest for the following tasks:

1. Budgets, collection of fees, and accounting. (Category related to general management.)
2. School correspondence and literature. (Category related to office and clerical.)
3. Supervision and evaluation of classroom instruction. (Category related to teachers.)

4. Supplies and equipment accounting. (Category related to office and clerical.)
5. Master calendar or schedule. (Category related to general management.)

Tasks showing the least deviation in the responses of the role observers were:

1. Study and report: pupil achievement, progress, needs.
(Category related to students.)
2. Assignment of students to classes, student timetables.
(Category related to students.)
3. Student clubs and/or student publications (including related boards). (Category related to extracurricular activities.)
4. Library services (excluding audio-visual aids). (Category related to curriculum and special services.)
5. Educational conferences of the school, the system, or the Department of Education. (Category related to curriculum and special services.)

Composite score--operational degree of responsibility.

Questionnaire responses indicated that assistant principals, within this setting, generally held the greatest degree of responsibility in the following tasks:

1. Interviews (students and/or parents) re: conduct or absenteeism. (Category related to students.)
2. Duty assignments to teachers (teacher schedules).
(Category related to teachers.)

3. Assignment of students to classes, student timetables.
(Category related to students.)
4. Registration, enrollment, orientation of students.
(Category related to students.)
5. Supervision and control of students while on school premises.
(Category related to students.)

Least responsibility was seen to exist amongst the six assistant principals in the following tasks:

1. Supervision of custodial forces. (Category related to school plant.)
2. Management and operation of the cafeteria. (Category related to general management.)
3. Transportation (school busses and parking). (Category related to general management.)
4. Interviewing, hiring, evaluating non-teaching personnel.
(Category related to office and clerical.)
5. Supervision of customer service. (Category related to general management.)

Tasks for which the ratings of the role observers showed the greatest deviation were:

1. Casual and informal meetings with non-school educators.
(Category related to general management.)
2. Supplies and equipment accounting. (Category related to office and clerical.)
3. Detention supervision. (Category related to general management.)

4. Student requested interviews, re: counselling, complaints, etc. (Category related to students.)
5. Teacher substitution. (Category related to teachers.)

Least deviation of responses on this facet occurred for the following tasks:

1. Plan and/or conduct faculty meetings. (Category related to teachers.)
2. Study and report: pupil achievement, progress, needs. (Category related to students.)
3. Intern and/or practice teachers. (Category related to teachers.)
4. Relations between the high school and institutions of further education or training. (Category related to community relations.)
5. School health services, student accident insurance, and reporting accidents. (Category related to general management.)

Composite score--operational importance of tasks. The most important tasks, according to role enactment of assistant principals, were reported by the role observers as:

1. Assignment of students to classes, student timetables. (Category related to students.)
2. Interviews (students and/or parents) re: conduct or absenteeism. (Category related to students.)
3. Study and report: pupil achievement, progress, needs. (Category related to students.)

4. Registration, enrollment, orientation of students.
(Category related to students.)
5. Master calendar or schedule. (Category related to general management.)

Least important tasks, according to the combined responses of all respondents within the operational role system, were:

1. Supervision of custodial forces. (Category related to school plant.)
2. Management and operation of the cafeteria. (Category related to general management.)
3. Interviewing, hiring, evaluating non-teaching personnel.
(Category related to office and clerical.)
4. Transportation (school busses and parking). (Category related to general management.)
5. Supervision of customer service. (Category related to general management.)

Deviation of the role observers' rating on the relative importance facet was greatest for the following tasks:

1. Casual and informal meetings with non-school educators.
(Category related to general management.)
2. Development of the school's educational philosophy.
(Category related to curriculum and special services.)
3. Detention supervision. (Category related to general management.)
4. Allocation of school facilities for extracurricular activities or non-school use. (Category related to school

plant.)

5. School correspondence and literature. (Category related to office and clerical.)

The lowest deviation of responses on this facet was recorded for the following tasks:

1. Relations between the high school and institutions of further education or training. (Category related to community relations.)
2. Assignment of students to classes, student timetables. (Category related to students.)
3. School health services, student accident insurance, and reporting accidents. (Category related to general management.)
4. Student requested interviews, re: counselling, complaints, etc. (Category related to students.)
5. Awards, commencement exercises. (Category related to extracurricular activities.)

Composite score--nature of administrative action. Placement by the respondents of each of the 61 administrative tasks of the CSAT Q-Sort into each of the sub-facets (implementor, decision maker, suggestor, delegator, not involved) was based on the nature of the administrative action of the assistant principal of each department. A tally of the tasks placed in each sub-facet was recorded and analyzed. In order to maintain some degree of brevity, tasks which were assigned to a sub-facet by ten or more respondents are listed here.

Implementor sub-facet:

1. Interviews (student and/or parents) re: conduct or absenteeism. (Category related to students.)
2. Casual and informal meetings with non-school educators. (Category related to general management.)
3. Plan and/or conduct general faculty meetings. (Category related to teachers.)
4. School board and provincial reports (including student registration and mark reports). (Category related to general management.)
5. Detention supervision. (Category related to general management.)
6. Administration development conferences (development, evaluation, interpretation of policy). (Category related to general management.)
7. Student requested interviews, re: counselling, complaints, etc. (Category related to students.)
8. Educational conferences of the school, the system, or the Department of Education. (Category related to curriculum and special services.)
9. Student records: attendance, conduct, educational. (Category related to office and clerical.)
10. Staff analysis, status reports, selection of teachers. (Category related to teachers.)
11. Master calendar or schedule. (Category related to general management.)

Decision maker sub-facet:

1. Program changes or student transfers. (Category related to students.)
2. Assignment of students to classes, student timetables. (Category related to students.)
3. Schedule classes and facilities. (Category related to general management.)
4. Duty assignments to teachers (teacher schedules). (Category related to teachers.)
5. Projection of enrollments. (Category related to general management.)

Suggestor sub-facet:

1. Development of the school's educational philosophy. (Category related to curriculum and special services.)
2. Student clubs and/or student publications (including related boards). (Category related to extracurricular activities.)
3. Staff analysis, status reports, selection of teachers. (Category related to teachers.)
4. Relations between the high school and institutions of further education or training. (Category related to community relations.)
5. Faculty handbook and/or administrative bulletins. (Category related to teachers.)

Delegator sub-facet:

1. Supervision and control of students while on school premises. (Category related to students.)

2. Awards, commencement exercises. (Category related to extracurricular activities.)

Not involved sub-facet:

1. Supervision of custodial forces. (Category related to school plant.)
2. Student photos, I-D cards, locks and locker management. (Category related to office and clerical.)
3. Transportation (school busses and parking). (Category related to general management.)
4. Supervision of customer service. (Category related to general management.)
5. Interviewing, hiring, evaluating non-teaching personnel. (Category related to office and clerical.)
6. Management and operation of the cafeteria. (Category related to general management.)
7. Organization, supervision of office staff. (Category related to office and clerical.)
8. Library services (excluding audio-visual aids). (Category related to curriculum and special services.)
9. Repairs and/or renovations to buildings or equipment. (Category related to school plant.)
10. Allocation of school facilities for extracurricular activities or non-school use. (Category related to school plant.)
11. Budgets, collection of fees, and accounting. (Category related to general management.)

12. Accountability of administration regarding use of school facilities for night school. (Category related to school plant.)
13. Supplies and equipment accounting. (Category related to office and clerical.)

IV. EXTENT OF CONSENSUS OF ROLE OBSERVERS

The responses of the four individuals (the assistant principal and three teachers from that department), who responded to the questionnaire on each of the four facets in describing the role enactment of the assistant principal, were examined, using correlation coefficients to determine the extent of consensus of the responses for each department. Such correlations were calculated for each facet and sub-facet for the four respondents as a whole. Table XV shows these correlations for the facets: (a) amount of time, (b) degree of responsibility, and (c) relative importance of tasks, and for the sub-facets of the nature of administrative action facet (not involved, delegator, suggestor, decision maker, and implementor).

An Overview

A comparison of the extent of consensus on each of the facets, across all six departments, shows some consistency from department to department. Four out of the six departments showed highest consensus on the responses within the frame of reference of the amount of time facet. In contrast to the consensus of opinion within the prescribed

TABLE XV

INTRADEPARTMENTAL CORRELATION COEFFICIENTS OF ROLE OBSERVERS¹

Facets and Sub-facets	Role Observers					
	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Time	.610	.397	.420	.473	.526	.408
Responsibility	.520	.449	.384	.495	.415	.407
Importance	.484	.408	.383	.346	.383	.449
<hr/>						
Nature of Administrative Action						
Not Involved	.375	.110	.170	.175	.321	.341
Delegator	.114	.201	.086	.049	.124	.001
Suggestor	.053	-.015	.021	.109	.012	.167
Decision Maker	.317	-.047	.061	.096	.253	.085
Implementor	.175	.149	.094	.237	.104	.179

¹ Interpretation of the coefficients contained in this table is most meaningful when comparisons are limited to comparing (a) the first three facets with each other and (b) the sub-facets of the nature of administrative action facet with each other.

role system, where lowest agreement was on the degree of responsibility facet, four of the six departments exhibit lowest agreement within the operational role system on the facet of importance.

A trend was also evident in the consensus of opinion on the sub-facets of the nature of administrative action. Four of the six departments showed highest agreement on the tasks in which the assistant principal was reportedly not involved. Also, four of the six departments showed lowest agreement on the reporting of those tasks in which the assistant principal acted as a suggestor.

V. CORRESPONDENCE OF FACETS

Responses to the questionnaire were examined by department, using coefficients of correlation, in order to determine the extent of correspondence of the facets used in the study. For the operational role system, the responses of the assistant principal and three teachers from the department, responding in terms of describing the role enactment of the assistant principal, were analyzed in this fashion.¹

Table XVI presents the results of a department-by-department analysis of the responses within the investigation of the operational role system. The findings are relatively consistent over the six departments and permit the following statements:

1. Positive correlation coefficients in the range .593 to .791

¹ Since sub-facets of the nature of administrative action facet were by design mutually exclusive, correlations between them have not been given.

TABLE XVI

CORRESPONDENCE OF FACETS OF OBSERVATIONS OF ROLE ENACTMENT

Facets	Facets and sub-facets							
	Time	Responsibility	Importance	Not Involved	Delegator	Suggestor	Decision Maker	Implementor
Department One								
Time	--	.724	.754	-.536	.124	-.055	.375	.205
Responsibility	--	--	.744	-.567	.077	.025	.352	.215
Importance	--	--	--	-.592	.090	.036	.386	.184
Department Two								
Time	--	.685	.598	-.383	.061	-.162	.284	.165
Responsibility	--	--	.646	-.425	.053	-.179	.325	.212
Importance	--	--	--	-.403	.042	-.189	.373	.145
Department Three								
Time	--	.758	.742	-.409	-.202	-.155	.200	.450
Responsibility	--	--	.771	-.395	-.184	-.164	.245	.414
Importance	--	--	--	-.438	-.184	-.145	.223	.414
Department Four								
Time	--	.662	.695	-.386	-.067	-.098	.228	.334
Responsibility	--	--	.638	-.386	-.048	-.176	.319	.306
Importance	--	--	--	-.442	-.003	-.083	.284	.260
Department Five								
Time	--	.670	.662	-.498	-.029	-.022	.244	.251
Responsibility	--	--	.686	-.433	-.096	-.033	.382	.161
Importance	--	--	--	-.508	-.058	.000	.297	.238
Department Six								
Time	--	.759	.791	-.567	.012	-.026	.318	.445
Responsibility	--	--	.726	-.605	.065	.034	.256	.444
Importance	--	--	--	-.562	-.031	.081	.280	.392

were found for correspondence tests between the facets of amount of time, degree of responsibility, and importance of tasks.

2. Tests of correspondence, in general, are significantly higher for the operational role system than those shown for either the prescribed role or the perceived role.
3. Across the six departments, tests of correspondence between pairs of the first three facets seem to exhibit no pattern of one pair being higher than the other pairs.
4. Comparison of the facets of amount of time, degree of responsibility, and relative importance with the various sub-facets of the nature of administrative action facet shows coefficients that would intuitively be expected. Each of the first three facets shows: (a) fairly high negative correlations with the not involved sub-facet, (b) low negative or positive correlation with the sub-facets of delegator and suggestor, and (c) positive correlations in the range of .145 to .450 with the decision maker and implementor sub-facets.

In general then, tasks that were observed as being dealt with as "decision maker" or "implementor" tended also to be rated high on the facets of time, responsibility, and importance. Tasks observed as those in which the assistant principals were not involved tended to be rated low on the three facets of time, responsibility, and importance. Correlations indicate that tasks observed as "delegator" or "suggestor"

showed little tendency to be rated either high or low on the time, responsibility, and importance facets.

The following chapter utilizes the findings of the foregoing three chapters to present comparative analyses of the prescribed, perceived, and operational roles.

CHAPTER VII

ROLE COMPARISONS

I. INTRODUCTION

The previous three chapters have presented results of the study which sought to answer questions concerning the nature of the various role systems under study. Consequently, the present chapter reports the results of investigations into the relationships of the prescribed, perceived, and operational roles elucidated previously.

The various role comparisons investigated and reported in this chapter are of two major types, (a) inter-system comparisons for each of the six departments and the representative composite score and (b) inter-departmental comparisons made within each role system. Inter-system comparisons reported here investigated: (a) the extent of agreement of task ratings from one system to the next, (b) task categories and individual tasks which showed disparity¹ of ratings from one role system to the next, and (c) facet correspondence across the three role systems. Inter-departmental comparisons examined the extent to which the prescribed role, perceived role, and operational role were the same for each of the six assistant principals studied.

¹Disparate ratings were considered as such if, when the responses from the three role systems were compared, a task rating differed by two or more points on the five point response scale.

II. AGREEMENT OF TASK RATINGS ON CROSS SYSTEM ROLE COMPARISONS

Responses from the prescribed, perceived, and operational role systems were analyzed within each department, using coefficients of correlations. Three-way comparisons were made to investigate the extent of agreement between (a) the prescribed role and the perceived role, (b) the perceived role and the operational role, (c) the prescribed role and the operational role. For each department, statistical comparisons were made using the rescaled ratings for the prescribed role system and the operational role system. To complete the cross system comparisons, the ratings made by each assistant principal in describing his role perceptions, within the frames of reference of each of the facets, were used as recorded.

Each facet of time consumption, degree of responsibility, and importance of tasks, along with the sub-facets of the nature of administrative action, was correlated from system to system for each department so as to identify the extent of correspondence from system to system for the various facets of investigation. The results of this analysis are displayed in Table XVII. While the correlation coefficients reported indicate the extent of correspondence of the three role systems, tasks rated disparately¹ (within the facets of time, responsibility, and importance) were tabulated by category in order to

¹Responses to the facets of time, responsibility, and importance were in the nature of a five point rating scale. Those ratings which differed by two or more points when cross system comparisons were made were considered disparate to the extent of being worthy of attention.

TABLE XVII

CROSS SYSTEM CORRELATIONS ON EACH FACET AND SUB-FACET FOR EACH DEPARTMENT

Facets and sub-facets	Department 1			Department 2			Department 3			Department 4			Department 5			Department 6		
	Perceived	Perceived-Operational	Prescribed-Operational	Perceived	Perceived-Operational	Prescribed-Operational	Perceived	Perceived-Operational	Prescribed-Operational	Perceived	Perceived-Operational	Prescribed-Operational	Perceived	Perceived-Operational	Prescribed-Operational	Perceived	Perceived-Operational	Prescribed-Operational
Time	.571	.412	.746	.571	.397	.444	.571	.555	.635	.635	.603	.698	.574	.591	.524	.650	.397	.603
Responsibility	.428	.381	.587	.508	.619	.682	.603	.555	.650	.650	.714	.571	.492	.444	.524	.603	.460	.587
Importance	.746	.349	.555	.603	.682	.682	.650	.571	.682	.761	.603	.666	.666	.539	.555	.698	.428	.555
Nature of Admin. Action ¹																		
Not Involved	.305	.053	.214	.548	.276	.692	.049	.271	.194	.000	.000	.347	.310	.301	.169	.318	.486	.621
Delegator	.256	.245	.122	.189	.209	.176	.189	.196	.120	.155	.280	.033	.043	.066	.092	.189	.189	.343
Suggestor	.342	.289	.411	.017	.107	.088	.198	.088	.233	.034	.043	.068	.097	.045	.005	.073	.228	.282
Decision Maker	.352	.217	.225	.207	.199	.315	.051	.248	.355	.182	.143	.310	.323	.180	.060	.305	.082	.218
Implementor	.000	.000	.237	.354	.342	.056	.217	.286	.301	.314	.201	.034	.246	.166	.105	.482	.223	.130

¹ Interpretation of the coefficients contained in this table is most meaningful when comparisons are limited to comparing (a) the first three facets with each other and (b) the sub-facets of the nature of administrative action facet with each other.

determine task categories which contributed most to the lowering of the correlation coefficients found. Tables XVIII to XXIII present departmental résumés of the number of tasks in each category which showed disparate ratings on cross system comparisons for the three facets of time, responsibility, and importance.

A detailed study of the above analyses was carried out. However, with brevity in mind, the discussion following is limited to department four as an example of the methodology employed.

Cross System Agreement Within Department Four

A comparison of the descriptions of the three role systems of department four revealed that: (a) the prescribed-operational correlation was highest on the time consumption facet, (b) the perceived-operational comparison was highest for the degree of responsibility facet, and (c) the importance of tasks facet showed the highest correlation when the prescribed and perceived role systems were correlated. Sub-facets of the nature of administrative action facet showed relatively low correspondence in all three comparisons, as Table XVII illustrates.

Prescribed-perceived comparisons. The importance of tasks facet, with a coefficient of .761, showed the highest correlation coefficient in the comparison of the prescribed and perceived role systems. Of the sub-facets of the nature of administrative action facet, tasks rated "implementor" correlated highest in the comparison of the prescribed-perceived systems, while tasks in the remaining sub-facets showed very little correlation.

TABLE XVIII

DISPARITY OF RATING OF ITEMS ACROSS ROLE SYSTEMS ON FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND IMPORTANCE OF TASKS, SHOWING NUMBER OF TASK ITEMS PER CATEGORY WITH A RATING DISPARITY OF TWO OR MORE SCALE POINTS--DEPARTMENT ONE

Task Category	Tasks in Category	Time Facet Number of disparate tasks in following comparisons			Responsibility Facet Number of disparate tasks in following comparisons			Importance Facet Number of disparate tasks in following comparisons		
		Presc.- Perc.	Perc.- Oper.	Presc.- Oper.	Presc.- Perc.	Perc.- Oper.	Presc.- Oper.	Presc.- Perc.	Perc.- Oper.	Presc.- Oper.
Students	9	2	3	0	3	2	1	1	4	1
Community Relations	4	0	0	0	0	0	0	0	0	0
Curriculum and Special Services	7	0	2	0	2	2	0	0	4	2
Extracurricular Activities	5	0	0	0	0	0	0	0	0	0
Office and Clerical	6	1	1	0	0	1	0	0	1	0
Teachers	10	0	0	1	1	0	2	0	0	2
School Plant	5	0	0	0	2	0	0	1	1	0
General Management	15	0	1	1	1	3	2	0	2	1

TABLE XIX

DISPARITY OF RATING OF ITEMS ACROSS ROLE SYSTEMS ON FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND IMPORTANCE OF TASKS, SHOWING NUMBER OF TASK ITEMS PER CATEGORY
WITH A RATING DISPARITY OF TWO OR MORE SCALE POINTS--DEPARTMENT TWO

Task Category	Tasks in Category	Time Facet Number of disparate tasks in following comparisons		Responsibility Facet Number of disparate tasks in following comparisons		Importance Facet Number of disparate tasks in following comparisons	
		Presc.- Perc.	Perc.- Oper.	Presc.- Perc.	Perc.- Oper.	Presc.- Perc.	Perc.- Oper.
Students	9	1	2	0	1	0	0
Community Relations	4	0	0	1	0	0	0
Curriculum and Special Services	7	1	3	0	0	0	0
Extracurricular Activities	5	0	0	0	0	0	0
Office and Clerical	6	0	1	0	0	0	0
Teachers	10	1	2	1	1	1	1
School Plant	5	1	0	1	1	1	0
General Management	15	0	2	3	2	1	1

TABLE XX

DISPARITY OF RATING OF ITEMS ACROSS ROLE SYSTEMS ON FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND IMPORTANCE OF TASKS, SHOWING NUMBER OF TASK ITEMS PER CATEGORY WITH A RATING DISPARITY OF TWO OR MORE SCALE POINTS--DEPARTMENT THREE

Task Category	Tasks in Category	Time Facet Number of disparate tasks in following comparisons		Responsibility Facet Number of disparate tasks in following comparisons		Importance Facet Number of disparate tasks in following comparisons	
		Presc.- Perc.	Perc.- Oper.	Presc.- Perc.	Perc.- Oper.	Presc.- Perc.	Perc.- Oper.
Students	9	0	2	0	1	0	3
Community Relations	4	1	0	0	0	0	0
Curriculum and Special Services	7	2	1	1	0	0	0
Extracurricular Activities	5	0	0	0	1	0	0
Office and Clerical	6	1	0	1	1	1	1
Teachers	10	0	1	1	1	0	1
School Plant	5	0	0	0	1	0	0
General Management	15	1	1	2	1	0	0

TABLE XXI

DISPARITY OF RATING OF ITEMS ACROSS ROLE SYSTEMS ON FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND IMPORTANCE OF TASKS, SHOWING NUMBER OF TASK ITEMS PER CATEGORY WITH A RATING DISPARITY OF TWO OR MORE SCALE POINTS--DEPARTMENT FOUR

Task Category	Tasks in Category	Time Facet Number of disparate tasks in following comparisons			Responsibility Facet Number of disparate tasks in following comparisons			Importance Facet Number of disparate tasks in following comparisons		
		Presc.- Perc.	Perc.- Oper.	Presc.- Oper.	Presc.- Perc.	Perc.- Oper.	Presc.- Oper.	Presc.- Perc.	Perc.- Oper.	Presc.- Oper.
Students	9	1	2	0	1	0	1	0	1	0
Community Relations	4	0	0	0	0	0	0	0	0	0
Curriculum and Special Services	7	0	0	0	0	0	0	0	1	1
Extracurricular Activities	5	0	0	0	0	0	0	0	0	0
Office and Clerical	6	0	0	0	0	0	0	0	0	0
Teachers	10	0	0	1	1	0	2	0	1	1
School Plant	5	0	0	1	0	0	0	0	0	0
General Management	15	1	1	0	1	2	2	0	2	1

TABLE XXII

DISPARITY OF RATING OF ITEMS ACROSS ROLE SYSTEMS ON FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND IMPORTANCE OF TASKS, SHOWING NUMBER OF TASK ITEMS PER CATEGORY WITH A RATING DISPARITY OF TWO OR MORE SCALE POINTS--DEPARTMENT FIVE

Task Category	Tasks in Category	Time Facet Number of disparate tasks in following comparisons			Responsibility Facet Number of disparate tasks in following comparisons			Importance Facet Number of disparate tasks in following comparisons		
		Presc.-Perc.	Perc.-Oper.	Presc.-Oper.	Presc.-Perc.	Perc.-Oper.	Presc.-Oper.	Presc.-Perc.	Perc.-Oper.	Presc.-Oper.
Students	9	1	0	1	0	0	0	1	2	0
Community Relations	4	0	0	0	1	0	1	0	0	0
Curriculum and Special Services	7	1	0	2	3	3	0	1	2	1
Extracurricular Activities	5	2	0	0	0	1	1	0	0	0
Office and Clerical	6	0	0	0	0	1	0	0	0	1
Teachers	10	0	1	1	0	1	2	0	1	2
School Plant	5	0	0	0	1	1	0	0	0	0
General Management	15	0	0	1	2	2	2	0	1	0

TABLE XXIII

DISPARITY OF RATING OF ITEMS ACROSS ROLE SYSTEMS ON FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND IMPORTANCE OF TASKS, SHOWING NUMBER OF TASK ITEMS PER CATEGORY WITH A RATING DISPARITY OF TWO OR MORE SCALE POINTS--DEPARTMENT SIX

Task Category	Tasks in Category	Time Facet Number of disparate tasks in following comparisons			Responsibility Facet Number of disparate tasks in following comparisons			Importance Facet Number of disparate tasks in following comparisons		
		Presc.- Perc.	Perc.- Oper.	Presc.- Oper.	Presc.- Perc.	Perc.- Oper.	Presc.- Oper.	Presc.- Perc.	Perc.- Oper.	Presc.- Oper.
Students	9	1	2	0	0	0	0	0	2	1
Community Relations	4	0	0	0	0	0	0	0	0	0
Curriculum and Special Services	7	0	3	1	2	2	2	0	1	2
Extracurricular Activities	5	0	0	0	0	0	0	0	0	0
Office and Clerical	6	1	1	0	0	1	0	0	1	1
Teachers	10	1	2	2	0	1	1	0	0	1
School Plant	5	0	0	0	0	0	0	1	1	0
General Management	15	1	2	0	2	3	3	3	4	0

Perceived-operational comparisons. Correlation coefficients displayed in Table XVII show the facet of degree of responsibility correlating highest (.714) of the facets when the ratings of the perceived and operational role systems were compared for department four. Little correlation was found in any of the sub-facets of the nature of administrative action facet when the perceived role and the operational role were compared statistically.

Prescribed-operational comparisons. In the comparison of the prescribed and operational role systems, the highest correlation was found for the time consumption facet. The not involved sub-facet correlated the highest of the sub-facets of the nature of administrative action, while very low correlations were found within the delegator, suggestor, and implementor sub-facets.

Rating disparity of tasks by category. Tasks which displayed a rating disparity of two or more scale points in the comparison of the three role systems are tabulated according to category in Table XXI. Within this department (department four), there was no such disparity of task ratings for tasks within the categories related to community relations, extracurricular activities, and office and clerical work. Tasks which showed disparity rating were greatest in number within the general management category, while other task categories showed few disparately rated tasks.

Cross System Agreement Of The Composite Scores

Those composite scores which were derived as representative ratings of the six assistant principals within the school under study

were compared across the three role systems in a similar manner to the department role descriptions above. Table XXIV summarizes the correlation of the various facets and sub-facets for the comparison of (a) the prescribed and perceived role systems, (b) the perceived and operational role systems, and (c) the prescribed and operational role systems.

TABLE XXIV

CROSS SYSTEM CORRELATIONS ON EACH FACET AND SUB-FACET FOR
THE COMPOSITE SCORE OF ALL ASSISTANT PRINCIPALS

Facets and sub-facets	Prescribed- perceived	Perceived- operational	Prescribed- operational
Time	.841	.666	.698
Responsibility	.809	.730	.809
Importance	.857	.635	.746
Nature of Admin. Action ¹			
Not Involved	.387	.392	.620
Delegator	.293	.004	.274
Suggestor	.280	.091	.347
Decision Maker	.362	.259	.701
Implementor	.163	.301	.550

¹Interpretation of the coefficients contained in this table is most meaningful when comparisons are limited to comparing (a) the first three facets with each other and (b) the sub-facets of the nature of administrative action facet with each other.

The following points of comparison may be extracted from the previous table:

1. The prescribed and perceived role systems showed the highest correspondence on the facets of time consumption, degree of responsibility, and relative importance.
2. The operational role corresponded more to the role prescriptions than to the role as perceived by the incumbents.
3. The prescribed role corresponded to the greatest extent with the operational role on the sub-facets of the nature of administrative action.

Cross system profile comparison. The profiles of the derived composite ratings for the facets of time consumption, degree of responsibility, and relative importance of tasks were compared across the three role systems. Figure 12 compares graphically the composite task ratings for the facet of time consumption. The comparison of the composite tasks ratings from the prescribed, perceived, and operational roles for the facet of degree of responsibility is presented in Figure 13. The relative importance ratings of tasks, according to the composite score, are compared across the three role systems in Figure 14. In each figure, for each of these three facets of investigation, tasks and task categories showing congruency and incongruency are visually portrayed.

Cross system comparison of the composite responses to the nature of administrative action facet is presented in Table XXV. The

TASKS RELATED TO :

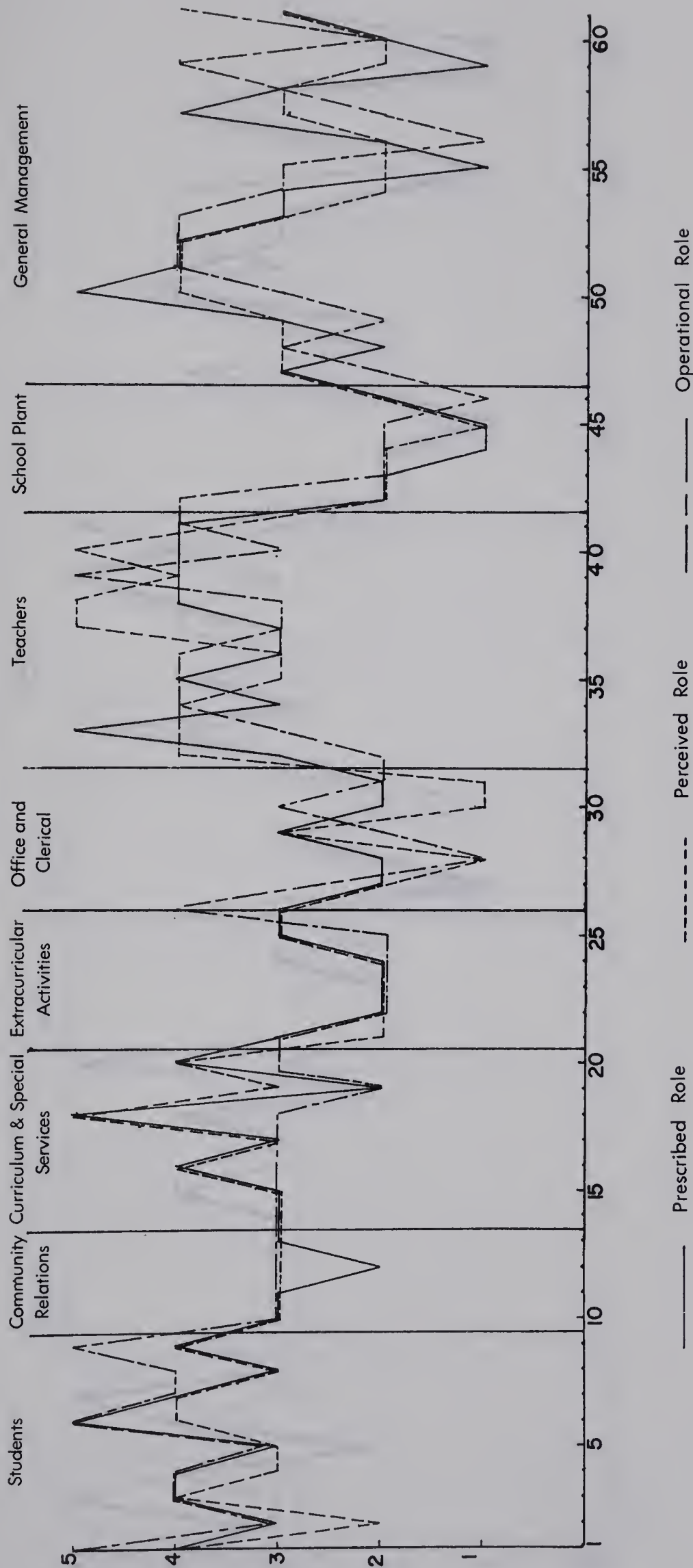


FIGURE 12

COMPOSITE SCORE RATING OF TASKS ON THE FACET OF DEGREE OF RESPONSIBILITY FOR EACH OF THE PRESCRIBED, PERCEIVED, AND OPERATIONAL ROLES

OF CATALAN RHEAT



TASKS RELATED TO :

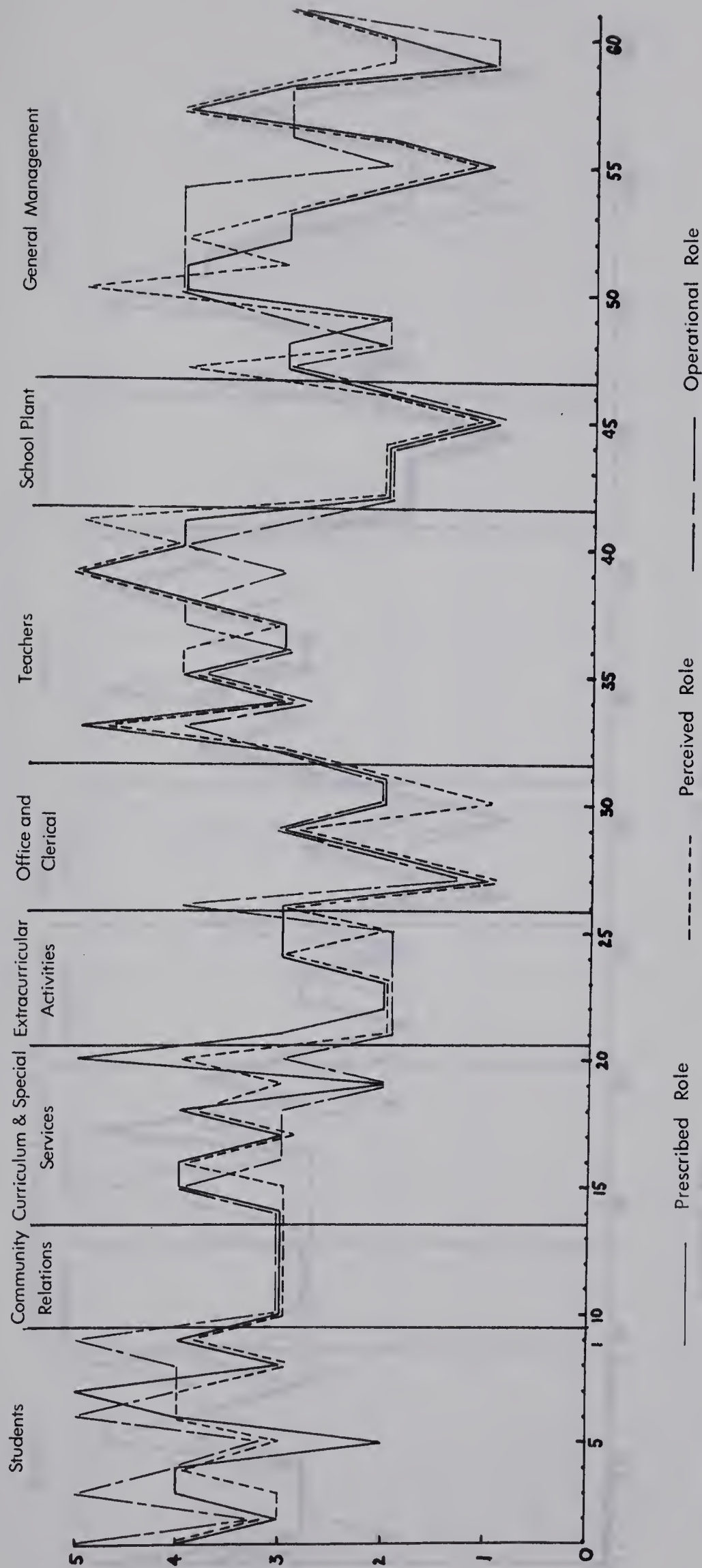


FIGURE 13

COMPOSITE SCORE RATING OF TASKS ON THE FACET OF TIME CONSUMPTION FOR EACH OF THE PRESCRIBED, PERCEIVED, AND OPERATIONAL ROLES

TASKS RELATED TO :

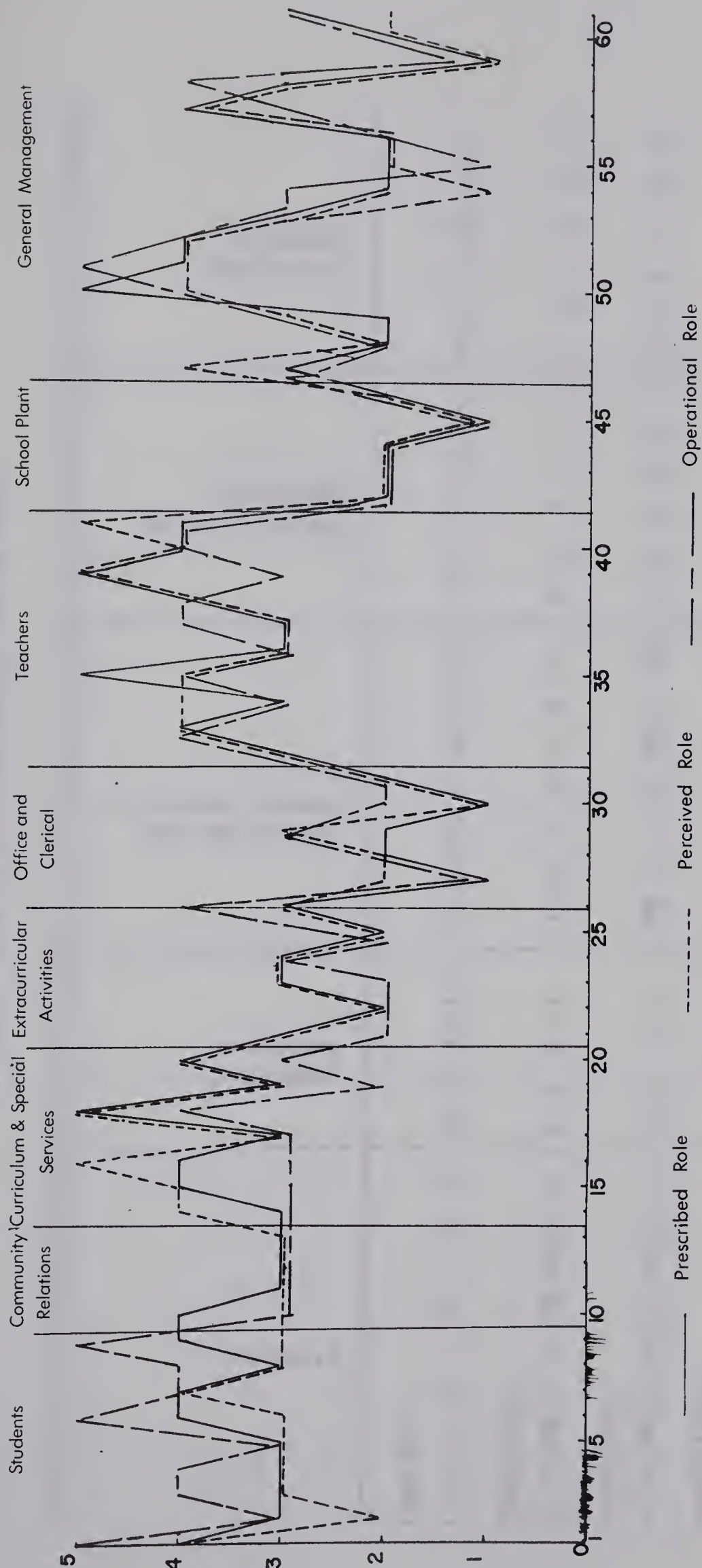


FIGURE 14

COMPOSITE SCORE RATING OF TASKS ON THE FACET OF TASK IMPORTANCE FOR EACH OF THE PRESCRIBED, PERCEIVED, AND OPERATIONAL ROLES

TABLE XXV

CROSS SYSTEM COMPARISON OF COMPOSITE SCORE ASSIGNMENTS OF CSAT Q-SORT ITEMS TO SUB-FACETS
OF THE NATURE OF ADMINISTRATIVE ACTION FACET

Students										Community Relations				Curriculum and Special Services						Extracurricular Activities					Office and Clerical					
Task No:										10 11 12 13				14 15 16 17 18 19 20						21 22 23 24 25					26 27 28 29 30 31					
Prescribed										S S S I				I S I D S N D						S S S S S					D N S D D D					
Perceived										I I S I				DM S I D DM D DM						S D D D D					D N S I D D					
Operational										S I S I				I I I S S N S						D S N S S					I N N D N N					
DM D DM I S DM DM D I										S I S I																				

I-Implementor DM-Decision Maker S-Suggestor D-Delegator N-Not Involved

TABLE XXV (continued)

CROSS SYSTEM COMPARISON OF COMPOSITE SCORE ASSIGNMENTS OF CSAT Q-SORT ITEMS TO SUB-FACETS
OF THE NATURE OF ADMINISTRATIVE ACTION FACET

Teachers												School Plant												General Management											
Task No.:																																			
32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61						
Prescribed																																			
D	DM	I	I	I	I	D	DM	S	I	I	N	S	N	N	N	S	D	I	I	DM	DM	I	D	N	D	I	DM	D	I						
Perceived																																			
I	I	DM	DM	DM	DM	DM	DM	I	DM	S	S	S	S	DM	DM	D	D	I	DM	DM	D	I	N	S	DM	DM	D	N	S						
Operational																																			
DM	I	I	S	S	S	D	DM	I	D	I	N	N	N	N	N	D	D	I	I	I	DM	I	I	N	N	I	DM	N	I						

I-Implementor DM-Decision Maker S-Suggestor D-Delegator N-Not Involved

composite placement¹ into one of the five sub-facets (implementor, decision maker, suggestor, delegator, not involved) is shown for each of the prescribed, perceived, and operational roles.

III. ROLE SYSTEM INCONGRUITY OF TASK RATINGS

Congruency of the prescribed, perceived, and operational roles, as indicated by the preceding tables of correlation coefficients and profile comparisons, was high for the facets of time consumption, degree of responsibility, and relative task importance. It was decided that the few tasks that did show incongruity of two or more points on the five point rating scale should be investigated. So as to limit the investigation to those tasks that showed some consistency of disparity rating, attention was focused on those tasks that showed both cross system disparity rating for three or more individual assistant principals' responses and disparity on the composite rating scale.

Facet Of Time Consumption

Tasks within the facet of time consumption that were found to evidence cross system disparity, as outlined above, are presented in Table XXVI.

Facet Of Degree Of Responsibility

Tasks found to show disparity, as defined, between the prescribed, perceived, and operational roles on the degree of responsibility facet are presented in Table XXVII.

¹Composite score placement, as explicated earlier, was determined on the basis of the proportion of respondents indicating each of the sub-facets. Ties were broken by random selection.

TABLE XXVI

TASKS WHICH SHOWED CROSS SYSTEM RATING DISPARITY
ON TIME CONSUMPTION FACET

Tasks	Disparity Evidenced by:	
	Composite rating scale	3 or more assistant principals
Prescribed High--Perceived Low		
No. 7 Study and report: pupil achievement, progress, needs. (Category related to students.)		1
Perceived Low--Operationally High		
No. 3 Program changes or student transfers. (Category related to students.)	1	1
No. 9 Interviews (student and/or parents) re: conduct or absenteeism. (Category related to students.)		1
No. 54 Detention supervision. (Category related to general management.)	1	1
Perceived High--Operationally Low		
No. 18 Development of the school's educational philosophy. (Category related to curriculum and special services.)		1
No. 39 Assisting and aiding improvement of teaching (including in-service education programs and workshops). (Category related to teachers.)	1	
No. 41 Supervision and evaluation of classroom instruction. (Category related to teachers.)	1	1
Prescribed Low--Operationally High		
No. 54 Detention supervision. (Category related to general management.)	1	
Prescribed High--Operationally Low		
No. 20 Research and supervision of experimental instructional methods. (Category related to curriculum and special services.)	1	1
No. 39 Assisting and aiding improvement of teaching (including in-service education programs and workshops). (Category related to teachers.)	1	1

TABLE XXVII

TASKS WHICH SHOWED CROSS SYSTEM RATING DISPARITY
ON DEGREE OF RESPONSIBILITY FACET

Tasks	Disparity Evidenced by:	
	Composite rating scale	3 or more assistant principals
Prescribed Low--Perceived High		
No. 16 Coordinating, reporting, and analyzing curriculum development. (Category related to curriculum and special services.)		1
No. 56 Budgets, collection of fees, and accounting. (Category related to general management.)		1
Perceived High--Operationally Low		
No. 16 Coordinating, reporting, and analyzing curriculum development. (Category related to curriculum and special services.)		1
No. 18 Development of the school's educational philosophy. (Category related to curriculum and special services.)	1	
No. 39 Assisting and aiding improvement of teaching (including in-service education programs and workshops). (Category related to teachers.)	1	1
Prescribed High--Operationally Low		
No. 18 Development of the school's educational philosophy. (Category related to curriculum and special services.)	1	

Facet Of Task Importance

Table XXVIII identifies tasks that were rated with disparity (as defined earlier) between the three role systems under study.

Nature Of Administrative Action Facet

A breakdown of the number of tasks assigned to each of the five sub-facets of the nature of administrative action is tabulated in Table XXIX for each of the three composite role scores. The table reveals: (a) that the assistant principals were prescribed to act as delegators in the largest number of tasks, (b) that they perceived that they should act as decision makers in the largest number of tasks considered, and (c) that they were operationally involved in the largest number of tasks in the roles of implementors. Cross system comparison of the individual placement of tasks presented earlier in Table XXV reveals the nature of the disparity of task rating on the nature of administrative action. Table XXX presents a breakdown of the number of tasks in each task category that showed complete congruence among the three role systems and also the number of tasks that showed congruence only in the combinations of the role systems. The table shows that the greatest number of congruent tasks was found in the comparison of the prescribed and operational roles. Further aspects portrayed in the table are:

1. Tasks related to students and to community services show the highest proportion of tasks with complete agreement across the three role systems.

TABLE XXVIII

TASKS WHICH SHOWED CROSS SYSTEM RATING DISPARITY
ON IMPORTANCE OF TASKS FACET

Tasks	Disparity Evidenced by:	
	Composite rating scale	3 or more assistant principals
No. 3 Program changes or student transfers. (Category related to students.)		1
No. 6 Assignment of students to classes, student timetables. (Category related to students.)	1	
No. 9 Interviews (student and/or parents) re: conduct or absenteeism. (Category related to students.)	1	1
Perceived High--Operationally Low		
No. 16 Coordinating, reporting, and analyzing curriculum development. (Category related to curriculum and special services.)	1	
No. 18 Development of the school's education- al philosophy. (Category related to curriculum and special services.)		1
No. 39 Assisting and aiding improvement of teaching (including in-service education programs and workshops). (Category related to teachers.)	1	
No. 54 Detention supervision. (Category related to general management.)	1	1
Prescribed High--Operationally Low		
No. 39 Assisting and aiding improvement of teaching (including in-service education programs and workshops). (Category related to teachers.)	1	1

TABLE XXIX

A SUMMARY OF THE NUMBER OF CSAT Q-SORT TASK ITEMS IDENTIFIED BY THE DERIVED COMPOSITE SCORE IN EACH OF THE SUB-FACETS OF THE NATURE OF ADMINISTRATIVE ACTION FACET FOR EACH OF THE PRESCRIBED, PERCEIVED, AND OPERATIONAL ROLES

Sub-facet	Prescribed Role	Perceived Role	Operational Role
Implementor	14	14	19
Decision Maker	8	19	8
Suggestor	14	10	11
Delegator	18	15	8
Not Involved	<u>7</u>	<u>3</u>	<u>15</u>
Total	61	61	61

TABLE XXX

A SUMMARY BY CATEGORY OF THE ADMINISTRATIVE TASKS SHOWING CONGRUENCY, WHEN
 COMPARING THE COMPOSITE SCORES FOR THE PRESCRIBED, PERCEIVED, AND
 OPERATIONAL ROLES OF THE ASSISTANT PRINCIPALS UNDER STUDY

	Complete congruence between three role systems	Prescribed-perceiv- ed congruence only	Perceived-operation- al congruence only	Prescribed-operation- ational congruence only	Complete incongru- ence between three role system	Total number of tasks
Students	4	1	1	2	1	9
Community Services	2	0	1	1	0	4
Curriculum and Special Services	1	2	0	3	1	7
Extracurricular Activities	0	1	0	3	1	5
Office and Clerical	1	4	0	1	0	6
Teachers	1	1	1	3	4	10
School Plant	0	1	0	4	0	5
General Management	5	2	2	4	2	15
Total	14	12	5	21	9	61

2. Tasks related to office and clerical formed the sole category that emphasized prescribed-perceived agreement only.
3. Tasks related to teachers showed the largest number of tasks exhibiting complete incongruence of the three role systems.
4. Two task categories (extracurricular activities and school plant) showed no task congruence on the comparison of the perceived and operational roles.

On the same comparison, the category related to curriculum and special services showed congruence on only one task, while only two tasks showed congruence on tasks related to teachers.

An Overview

The preceding paragraphs give evidence of the following findings:

1. Task #18 (development of the school's educational philosophy) was perceived high but rated operationally low with reference to time consumption, degree of responsibility, and task importance.
2. Task #39 (assisting and aiding improvement of teaching) was rated operationally lower than either prescriptions or perceptions on all three facets.
3. In general, tasks that were related to students and showed disparity were operationally higher than perceived or prescribed.
4. In general, tasks related to teachers and curriculum and special services that showed disparity were operationally lower than perceived or prescribed.

5. Assistant principals under study operationally implemented significantly more tasks than were prescribed or perceived.
6. More than twice the number of tasks were perceived to be involved as decision maker than were operationally reported.
7. Considerably more tasks were operationally "not involved" in than were prescribed or perceived as such.

IV. CORRESPONDENCE OF FACETS ACROSS THE THREE ROLE SYSTEMS

In order to allow comparison of the three role systems, the ratings of three formal and three informal role prescribers were combined and rescaled to derive a representative rating of the prescriptions directed toward the various assistant principals. To establish a description of the operational role of the assistant principal, the perceptions of the assistant principals were received and recorded, and the ratings of the role observers were combined and rescaled. Tests of correspondence of the facets of investigation were then undertaken for the task ratings across the three role systems. Departmental correlation coefficients are shown in Table XXXI.

Findings, in general, showed high correspondence of task ratings for the facets of time consumption, degree of responsibility, and relative importance of tasks. Correlations for each of the five sub-facets with the first three facets also showed similar patterns of correspondence to those found in the investigations of individual role systems.

TABLE XXXI

CORRESPONDENCE OF FACETS ACROSS THE THREE ROLE SYSTEMS USING
THE REPRESENTATIVE RATING OF TASKS

Facets	Facets and sub-facets							
	Time	Responsibility	Importance	Nature of Administrative Action				
				Not Involved	Delegator	Suggestor	Decision Maker	Implementor
Department One								
Time	1.000	.737	.818	-.464	-.156	-.030	.420	.082
Responsibility		1.000	.764	-.479	-.195	.000	.456	.232
Importance			1.000	-.479	-.221	.030	.480	.132
Department Two								
Time	1.000	.705	.689	-.397	-.026	-.280	.229	.255
Responsibility		1.000	.716	-.397	-.013	-.280	.301	.280
Importance			1.000	-.431	-.186	-.196	.373	.255
Department Three								
Time	1.000	.689	.673	-.398	-.156	-.118	.277	.320
Responsibility		1.000	.802	-.377	-.180	-.184	.208	.308
Importance			1.000	-.419	-.156	-.105	.293	.246
Department Four								
Time	1.000	.727	.769	-.388	-.201	-.041	.280	.292
Responsibility		1.000	.737	-.388	-.151	-.109	.266	.345
Importance			1.000	.388	-.290	.000	.350	.305
Department Five								
Time	1.000	.659	.708	-.525	.005	.004	.201	.286
Responsibility		1.000	.705	-.509	-.078	.082	.341	.192
Importance			1.000	-.509	.013	.132	.211	.168
Department Six								
Time	1.000	.786	.791	-.459	.033	-.141	.314	.300
Responsibility		1.000	.748	-.422	.000	-.170	.331	.375
Importance			1.000	-.447	.016	-.099	.314	.287

As the sub-facets of not involved, delegator, suggestor, decision maker, and implementor were by design mutually exclusive, correlations between them were not calculated.

Coefficients of correlation between the three facets of time consumption, degree of responsibility, and relative importance of tasks ranged from .659 for the time-responsibility correlation for department five up to .818 for the time-importance correlation for department one. In four of the six departments, the facets of time and responsibility showed the highest correspondence, and the differences were not large. In general, tasks that were placed in the decision maker or implementor sub-facets of the nature of administrative action facet showed positive correlations with tasks rated high on the time, responsibility, and importance facets. The suggestor sub-facet showed little correlation with the first three sub-facets. Negative correlations were generally found for the not-involved and delegator sub-facets, indicating that tasks placed in these sub-facets tended to be rated low on the other three facets. The not involved sub-facet correlated negatively in the range of $-.377$ to $-.525$ with the facets of time consumption, degree of responsibility, and relative importance of the tasks.

Correspondence Of Facets In The Composite Score Of All Assistant Principals

The composite scores derived in order to describe generally all the assistant principals within this setting were also analyzed to determine the correspondence of facets at this level of description across all three systems. Table XXXII displays the correlations found, showing strong relationship of the facets of time spent, degree of

TABLE XXXII

CORRESPONDENCE OF FACETS ACROSS THE THREE ROLE SYSTEMS USING THE
COMPOSITE SCORE OF ALL ASSISTANT PRINCIPALS

Facets	Facets and sub-facets			Nature Of Administrative Action				
	Time	Responsibility	Importance	Not Involved	Delegator	Suggestor	Decision Maker	Implementor
Time	1.000	.855	.855	-.446	-.138	-.136	.341	.253
Responsibility		1.000	.866	-.405	-.138	-.158	.374	.235
Importance			1.000	-.405	-.172	-.022	.257	.144

responsibility held; and relative importance placed on the 61 tasks selected as representative of the administrative tasks within a large composite high school. As shown in earlier correspondence tests, the first three facets correlated negatively with the sub-facets of not involved, delegator, and suggestor. Positive correlations were found between the time, responsibility, and importance facets and the decision maker and implementor sub-facets.

V. DEPARTMENTAL COMPARISONS

Within each of the three role systems, the task ratings of each of the six departments were inter-correlated for each facet and sub-facet, in order to determine the extent to which the role prescriptions,

the role perceptions, and the role enactments corresponded for the six assistant principals under study. Tabulated results of this analysis are presented in Appendix B. Each table presents the correlation matrix for the six departments--firstly, for each facet and sub-facet within the prescribed role; secondly, for the facets and sub-facets within the perceived role; and finally, for the operational role.

In general, correlations found showed a fairly high correspondence for the ratings within the six departments in the school under study. The findings presented in the twenty-four tables have been summarized, thereby revealing the overall extent of departmental correspondence on each facet and sub-facet within each role system. Table XXXIII presents this summary.

Prescribed Role

Generally, inter-departmental correspondence was found to be highest within the prescribed role system.¹ Within this system, correspondence was highest on the facet of the relative importance placed on the tasks, with a correlation coefficient of .871. Departmental prescription for the six assistant principals showed a correlation coefficient of .824 on the rating of tasks according to the frame of reference laid down by the facet of time consumption. Slightly less correlation was found for the facet of degree of responsibility.

Role prescriptions indicating those tasks in which the assistant principals should not be involved are correlated highest of all the sub-

¹Due to the design of the study, which permitted the three line superordinates to respond to the CSAT Q-Sort in terms of assistant principals generally, this finding was anticipated, as each prescribed role contained this common element.

TABLE XXXIII

CORRELATION COEFFICIENTS SHOWING EXTENT OF AGREEMENT ON EACH FACET AND SUB-FACET BETWEEN THE RATINGS OF THE SIX DEPARTMENTS WITHIN THE THREE ROLE SYSTEMS

Facets and sub-facets	Prescribed role	Perceived role	Operational role
Time	.824	.507	.682
Responsibility	.786	.565	.644
Importance	.871	.562	.648
Nature of Admin. Action			
Not Involved	.605	.166	.470
Delegator	.287	.131	.044
Suggestor	.456	.062	.135
Decision Maker	.563	.197	.341
Implementor	.507	.106	.230

facets of the nature of administrative action facets, with a coefficient of .605. Lowest correspondence of prescriptions toward the six assistant principals was found in reference to the tasks that were described as "should be delegated."

Perceived Role

Of the three role systems, the role perceptions of the six assistant principals showed the lowest extent of inter-departmental correspondence. Nevertheless, correlation coefficients of .565 on the responsibility facet and .562 on the importance facet were found to

exist when comparisons of all the perceptions were made. Tasks rated according to the time that they should consume resulted in a slightly smaller coefficient of correlation over the six assistant principals.

Tasks perceived as those in which the assistant principals should act as suggestor showed the lowest correspondence of the sub-facets of the nature of administrative action facet. Departmental comparisons of tasks perceived as those in which the assistant principal should act as decision maker resulted in a correlation coefficient of .197, which was the highest of the five sub-facets.

Operational Role

Role enactment by the six assistant principals, as described by the various role observers, corresponded highest across the six departments on the time consumption facet, with a correlation coefficient of .682. Correspondence over all eight facets and sub-facets was higher for the operational role system than for the perceived role system, but less than for the prescribed role system. Tasks in which the assistant principals held the highest degree of responsibility and on which they placed the highest relative importance correlated over all departments at .644 and .648 respectively.

In the nature of administrative action facet, highest correlation over all departments was in those tasks in which the assistant principals were not involved. A very low correlation of .044 was found when the tasks identified as those delegated were compared.

The preceding chapter has reported on the various role relationships investigated by the research. Chapter eight which follows presents a summary of the findings of the study.

CHAPTER VIII

SUMMARY

This chapter presents a brief résumé of the purpose and design of the study and, in condensed form, the major findings of the research reported in detail earlier. The findings will be summarized under major headings parallelling the four previous chapters, namely (a) description of prescribed role, (b) description of perceived role, (c) description of operational role, (d) role comparisons.

I. SUMMARY OF THE STUDY'S PURPOSE AND DESIGN

The study sought to accomplish the following:

1. To define the role prescriptions, role perceptions, and role enactment of six assistant principals within a large composite high school.
2. To generalize from the above a composite description of the three role systems, which may be hypothesized as a role description of assistant principals in general.
3. To examine potential role problem areas.
4. To critically review the methodology adopted, with a view to improvement of methods of investigation into administrative functions.

The research took the form of a case study of the administrative roles of six assistant principals in a large composite high school in Edmonton, Alberta. Role descriptions were developed from Q-sort

responses to 61 representative administrative tasks. These tasks were sorted by respondents describing each of the prescribed, perceived, and operational roles, in terms of time consumption, degree of responsibility, relative importance, and the nature of administrative action. Statistical analysis (means, standard deviations, and correlations) of the responses received provided descriptions of:

1. Average ratings of the various administrative tasks.
2. Deviation of Q-sort responses within each role system.
3. Correspondence between facets of investigation and various role descriptions.
4. A composite score for role prescriptions, role perceptions, and role enactments for assistant principals in general across the three role systems.

II. DESCRIPTION OF PRESCRIBED ROLE

It was found that, for the most part, the roles of the assistant principals in this study were prescribed to center on tasks that were related to teachers, students, and curriculum and special services. While complete presentation of the prescribed role is available elsewhere in this research report, Table XXXIV lists the administrative tasks rated in the two highest categories of time consumption by the role prescribers generally. The table also shows the corresponding ratings of these tasks for the responses within the facets of degree of responsibility and relative importance. Finally, it shows the sub-facet of the nature of administrative action to which this task was

TABLE XXXIV

TASKS RATED IN TOP TWO CATEGORIES OF THE COMPOSITE SCORE WITH REFERENCE
TO TIME CONSUMPTION PRESCRIBED, SHOWING CORRESPONDING
RATINGS FOR DEGREE OF RESPONSIBILITY,
RELATIVE IMPORTANCE, AND THE NATURE
OF ADMINISTRATIVE ACTION

Categories	Task No.	Response Ratings ¹			Nature of Admin. Action
		Time	Responsibility	Importance	
Students (9 tasks)	#7	5	4	4	Decision Maker
	#1	4	4	4	Delegator
	#3	4	4	3	Decision Maker
	#4	4	4	3	Delegator
	#6	4	5	4	Decision Maker
	#9	4	4	4	Implementor
Community Relations (4 tasks)	-	-	-	-	-
Curriculum and Special Services (7 tasks)	#20	5	4	4	Delegator
	#15	4	3	4	Implementor
	#16	4	4	4	Implementor
	#18	4	5	5	Suggestor
Extracurricular activities (5 tasks)	-	-	-	-	-
Office & Clerical (6 tasks)	-	-	-	-	-
Teachers (10 tasks)	#33	5	5	4	Decision Maker
	#39	5	4	5	Suggestor
	#35	4	4	5	Implementor
	#38	4	4	4	Decision Maker
	#40	4	4	4	Implementor
	#41	4	4	4	Implementor
School Plant (5 tasks)	-	-	-	-	-
General Management (15 tasks)	#50	4	5	5	Implementor
	#51	4	4	4	Decision Maker
	#57	4	4	4	Implementor

¹Numerical values represent the category into which the tasks shown were placed. The value 5 was assigned to the "highest" or "most" category and the value 4 to the next lowest category.

assigned by the role prescribers. Six of the nine tasks related to students, four out of seven related to curriculum and special services, six out of ten related to teachers, and three out of fifteen related to general management were prescribed highest on time consumption. No tasks were so rated from the categories related to community relations, extracurricular activities, office and clerical, or school plant.

Profiles of the six assistant principals' prescribed roles indicated the following:

1. The category of tasks related to students portrayed high profiles on the time consumption and degree of responsibility facets but not on importance.
2. High profiles were generally found for the curriculum and special services category on the time consumption and relative importance facets but not on the degree of responsibility.
3. Tasks related to school plant and to office and clerical work showed generally low ratings.

Nature Of Administrative Action

A summary of the results of the nature of administrative action shows assistant principals prescribed to act primarily as delegators within tasks related to students, office and clerical, and general management. Table XXXV also shows that prescriptions predominated as suggestor within categories related to community relations and extracurricular activities, while prescriptions in categories related to teachers and to general management showed tasks primarily rated as

TABLE XXXV

NUMBER OF TASKS FROM EACH TASK CATEGORY PRESCRIBED WITHIN EACH OF
THE SUB-FACETS OF THE NATURE OF ADMINISTRATIVE ACTION

Task Categories	Sub-facets of Nature of Administrative Action				
	Implementor	Decision Maker	Suggestor	Delegator	Not Involved
Students	1	3	-	5	-
Community Relations	1	-	3	-	-
Curriculum and Special Services	2	-	2	2	1
Extracurricular Activities	-	-	4	-	-
Office and Clerical	-	-	1	4	2
Teachers	5	2	1	2	-
School Plant	-	-	1	-	4
General Management	5	3	1	5	1

implementor. Primarily, role prescribers indicated that assistant principals should not be involved in categories related to school plant. Tasks in the category related to curriculum and special services showed no primary rating, with sub-facets implementor, suggestor, delegator tied in the number of tasks so rated. No task categories were prescribed primarily as being those in which the assistant principal should act as a decision maker.

III. DESCRIPTION OF PERCEIVED ROLE

The research revealed that, as in the prescribed role, role perceptions centered on tasks related to students, teachers, and curriculum and special services. However, as Table XXXVI indicates, there was a reduction in the number of tasks perceived (over the prescribed) within categories related to students and curriculum and special services, and an increase in the number of tasks from categories related to teachers and general management that were placed in the two highest ratings for time consumption.

Profile analysis of the role perceptions of the six assistant principals indicated the following:

1. High profiles were found for the category of tasks related to teachers.
2. Profiles varied from assistant principal to assistant principal for task categories related to students and to curriculum and special services.
3. Profiles were generally low for tasks related to office and clerical work and to school plant.

The number of tasks from each category assigned to the various sub-facets of the nature of administrative action, according to the way the assistant principals perceived they should be dealt with, are presented in Table XXXVII. The largest number of tasks within the categories related to curriculum and special services, teachers, and general management were assigned to the decision maker sub-facet. Assistant principals perceived administrative action should be dealt

TABLE XXXVI

TASKS RATED IN TOP TWO CATEGORIES OF THE COMPOSITE SCORE WITH REFERENCE
TO TIME CONSUMPTION PERCEIVED, SHOWING CORRESPONDING RATINGS
FOR DEGREE OF RESPONSIBILITY, RELATIVE IMPORTANCE, AND
THE NATURE OF ADMINISTRATIVE ACTION

Task Categories	Task No.	Response ratings ¹			Nature of Admin. Action
		Time	Responsibility	Importance	
Students	#1	4	4	4	Delegator
	#4	4	3	3	Implementor
	#6	4	4	3	Implementor
	#7	4	4	4	Decision Maker
	#9	4	4	3	Implementor
Community Relations	-	-	-	-	-
Curriculum and Special Services	#16	4	4	5	Implementor
	#18	4	5	5	Decision Maker
	#20	4	4	4	Decision Maker
Extracurricular Activities	-	-	-	-	-
Office & Clerical	-	-	-	-	-
Teachers	#33	5	4	4	Implementor
	#39	5	5	5	Decision Maker
	#41	5	5	5	Decision Maker
	#35	4	4	4	Decision Maker
	#36	4	3	3	Decision Maker
	#38	4	5	4	Decision Maker
	#40	4	4	4	Implementor
School Plant	-	-	-	-	-
General Management	#50	5	4	4	Implementor
	#47	4	3	4	Decision Maker
	#52	5	4	4	Decision Maker
	#57	4	3	4	Decision Maker

¹Numerical values represent the category into which the tasks shown were placed. The value 5 was assigned to the "highest" or "most" category and the value 4 to the next lowest category.

TABLE XXXVII

NUMBER OF TASKS FROM EACH TASK CATEGORY PERCEIVED WITHIN EACH OF
THE SUB-FACETS OF THE NATURE OF ADMINISTRATIVE ACTION

Task Categories	Sub-facets of Nature of Administrative Action				
	Implementor	Decision Maker	Suggestor	Delegator	Not Involved
Students	4	3	-	2	-
Community Relations	3	-	1	-	-
Curriculum and Special Services	1	3	1	2	-
Extracurricular Activities	-	-	1	3	-
Office and Clerical	1	-	1	3	1
Teachers	3	7	-	-	-
School Plant	-	1	3	-	-
General Management	2	5	2	4	2

with as an implementor in the majority of tasks related to students and to community relations. Tasks within the categories related to extracurricular activities and office and clerical were primarily perceived to be dealt with as delegator. Tasks related to school plant were primarily perceived within the sub-facet of suggestor. No task categories were primarily rated within the sub-facet of not involved.

IV. DESCRIPTION OF OPERATIONAL ROLE

In general it was found that the operational role (role enactment) centered on the same task categories as those prescribed and perceived. Table XXXVIII presents a listing of the tasks which were rated operationally, in reference to time consumption, within the two highest categories. In addition, the corresponding ratings of these tasks are given for the facets of degree of responsibility and relative importance and the sub-facet of the nature of administrative action.

While essentially the same as the prescribed and perceived role in the categories from which tasks were rated high, the operational role differed in the following respects:

1. There was an increase to seven of the nine tasks related to students rated in the two highest ratings, with four of these given the highest of the two ratings. (None was rated "5" in the perceived role.)
2. Only one of the seven tasks related to curriculum and special services was rated in the two top ratings.
3. One task related to office and clerical work was operationally rated in the top nineteen tasks.
4. Only five of the ten tasks related to teachers were operationally rated in the two highest groups.
5. There was an increase to five out of fifteen tasks from the general management category rated in the two highest groups.

As was found for the prescribed and perceived roles, no tasks were operationally rated within the two highest groups from the categories

TABLE XXXVIII

TASKS RATED IN TOP TWO CATEGORIES OF THE COMPOSITE SCORE WITH REFERENCE
TO OPERATIONAL TIME CONSUMPTION, SHOWING CORRESPONDING RATINGS
FOR DEGREE OF RESPONSIBILITY, RELATIVE IMPORTANCE,
AND THE NATURE OF ADMINISTRATIVE ACTION

Task Categories	Task No.	Response ratings ¹			
		Time	Responsibility	Importance	Nature of Admin. Action
Students	#1	5	5	5	Decision Maker
	#3	5	4	4	Decision Maker
	#6	5	5	5	Decision Maker
	#9	5	5	5	Implementor
	#4	4	4	4	Implementor
	#7	4	4	4	Decision Maker
	#8	4	4	4	Delegator
Community Relations	-	-	-	-	-
Curriculum and Special Services	#15	4	3	3	Implementor
Extracurricular Activities	-	-	-	-	-
Office & Clerical	#26	4	4	4	Implementor
Teachers	#33	4	4	4	Implementor
	#35	4	4	4	Suggestor
	#37	4	3	4	Delegator
	#38	4	5	4	Decision Maker
	#40	4	4	4	Delegator
School Plant	-	-	-	-	-
General Management	#50	4	4	4	Implementor
	#51	4	4	5	Implementor
	#52	4	4	4	Decision Maker
	#53	4	3	3	Implementor
	#54	4	3	3	Implementor

¹Numerical values represent the category into which the tasks shown were placed. The value 5 was assigned to the "highest" or "most" category and the value 4 to the next lowest category.

of community relations, extracurricular activities, and school plant.

Operational role profiles in general gave evidence of the following points:

1. High profiles for student-related tasks were predominant.
2. Tasks related to school plant and to office and clerical work showed generally low profiles.
3. The category related to curriculum and special services showed neither high or low profiles.

Operationally, assistant principals were reported to act primarily as decision makers in tasks related to students. Table XXXIX further shows assistant principals not involved in the majority of tasks related to office and clerical work and in all tasks related to school plant. Implementor was indicated as the operational nature of administrative action by assistant principals for the largest number of tasks related to teachers and general management. Extracurricular activities were primarily dealt with in the role of suggestor. Categories related to community relations and curriculum and special services showed operational administrative action divided between implementor and suggestor. No task categories were primarily rated within the delegator sub-facet.

V. ROLE COMPARISONS

A review of the tasks assigned to the prescribed, perceived, and operational roles revealed the following points:

1. On the facets of time consumption, degree of responsibility, and relative importance, the prescribed and perceived role

TABLE XXXIX

NUMBER OF TASKS FROM EACH TASK CATEGORY REPORTED OPERATIONALLY
WITHIN EACH OF THE SUB-FACETS OF THE NATURE
OF ADMINISTRATIVE ACTION

Task Categories	Sub-facets				
	Implementor	Decision Maker	Suggestor	Delegator	Not Involved
Students	2	4	1	2	-
Community Relations	2	-	2	-	-
Curriculum and Special Services	3	-	3	-	1
Extracurricular Activities	-	-	3	1	1
Office and Clerical	1	-	-	1	4
Teachers	4	2	2	2	-
School Plant	-	-	-	-	4
General Management	7	2	-	2	4

systems showed the highest correspondence.

2. On the sub-facets of the nature of administrative action, the prescribed and operational role systems showed the highest correspondence.
3. For each facet, the operational role showed higher correspondence to the role prescriptions than to the reported role perceptions of incumbents.

Nature Of Administrative Action

When reviewing the tasks assigned to the various sub-facets of the nature of administrative action according to the composite score for all of the assistant principals, the following points were noted:

1. Within each role system the largest number of tasks were assigned as follows:
 - (a) prescribed role: the largest number of tasks were rated "delegator."
 - (b) perceived role: the largest number of tasks were rated "decision maker."
 - (c) operational role: the largest number of tasks were rated "implementor."
2. Assistant principals generally were operationally "implementing" more tasks than prescribed or perceived.
3. Assistant principals generally perceived that they should act as "decision makers" in twice as many administrative tasks as they operationally did act.
4. Assistant principals were operationally "not involved" in considerably more tasks than prescribed or perceived.

In general, therefore, it was found that assistant principals were "implementing" more and "not involved" in more tasks than they perceived they should be, while delegating fewer tasks and making decisions in fewer than they perceived they should be.

CHAPTER IX

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

I. INTRODUCTION

Chapters one through eight have outlined the problem, presented related research, explicated the design, and presented the findings of the study. The current chapter seeks to draw conclusions concerning potential role problem areas within the role situation studied. Secondly, implications of the research and the methodology used are discussed. Finally, recommendations for further study are presented.

II. POTENTIAL ROLE PROBLEM AREAS

As chapter two outlined, role problems fall within two major areas:

1. Role conflict, which in turn originates from (a) differential role prescriptions and/or (b) differentials between prescriptions and role perceptions, which come from faulty perceptions or are influenced by personal needs, values, and attitudes.
2. Situational factors, which may cause functional inability to perform role perceptions.

The study sought to identify the tasks in which there exist rating differentials that could lead to role problems. Following is a discussion of some of the role problem areas, which are descriptive in general of the assistant principals studied. This research contends

that, for each individual role incumbent, similar comparisons could be made and similar role problem areas identified.

Differential Role Prescriptions

A total of 11 tasks (six from the general management categories, two related to teachers, and one each from the categories related to curriculum and special services, office and clerical, and school plant) showed variance of prescriptive ratings, falling within the top five when rated according to variance for the facet of time consumption, degree of responsibility, and relative importance. Table XL recapitulates some of the salient findings concerning these 11 tasks by showing the facets within which high variance was found and the sub-facet of the nature of administrative action to which each of these tasks was assigned.

While each of the 11 tasks shows potential role conflict which may result from differential role prescriptions, task number 18 is particularly noticeable. Task 18 (development of the school's educational philosophy) showed a high variance of ratings by role prescribers in all three facets of time, responsibility, and importance. Insofar as consensus could be determined, role prescribers indicated that the assistant principal should act as a suggestor in the area of the development of the school's philosophy. Despite the above findings, as chapter four showed, task 18 rated among the top five tasks on each of the three facets of time, responsibility, and importance.

Surely, the assistant principal, when faced with such a variance of role prescriptions, would be uncertain of his expected performance

TABLE XL

TASKS WHICH SHOWED HIGH PRESCRIPTIVE VARIANCE ON ANY OF THE TIME, RESPONSIBILITY, AND IMPORTANCE FACETS, WITH CORRESPONDING SUB-FACET RATING OF THE NATURE OF ADMINISTRATIVE ACTION

Task Category	Response Facet				
	Task No.	Time	Responsibility	Importance	Nature of Admin. Action
Curriculum and Special Services	#18	*	*	*	Suggestor
Office and Clerical	#27		*	*	Not Involved
Teachers	#35 #41	*	*	*	Implementor Implementor
School Plant	#44			*	Not Involved
General Management	#52 #55 #56 #58 #59 #61	* * * * *	* * *	*	Decision Maker Not Involved Delegator Decision Maker Delegator Implementor

in this area. If each of these varying prescriptions were clearly perceived, role conflict could predictably develop for the assistant principal.

Prescription-Perception Role Differentials

Differential ratings between role prescriptions and role perceptions, which could have resulted from faulty perceptions or from the individual assistant principal's expectations of the role position, were discussed in chapter seven. Correlations found between the

prescribed role and perceived role for the facets of time, responsibility, and importance ranged from .809 to .857 for the composite score of the six assistant principals. In the comparison of these two roles, a disparity task was defined as one for which a rating differential of two points¹ or more was found. Table XLI presents a review of those tasks that showed disparity in the comparison of the prescribed composite score with the perceived composite score, or showed a similar disparity for at least three of the six assistant principals' individual role scores.

As the table shows, only three tasks gave evidence of disparity between the prescribed roles and the perceived roles. One task showed disparity on the time consumption facet, two on the responsibility facet, and none on the importance facet.

Role Enactment Factors

Differences between the perceived role and the operational role can be attributed either to personal capabilities, needs, values, and attitudes of the role incumbent or to the pressures of other organizational factors. A fairly large number of tasks showed a disparity rating (two or more scale points) between these two role systems. Table XLII presents a review of the tasks found to exhibit the disparity rating, as defined, both for the composite role score and for tasks that showed such disparity within the individual role

¹The Q-sort response provided for a five category rating of tasks. Tasks were considered to show disparity if the categorical rating varied by two or more categories when the prescribed and perceived roles were compared.

TABLE XLI

TASKS WHICH SHOWED PRESCRIPTION-PERCEPTION DISPARITY OF TWO OR MORE POINTS ON THE FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY, AND RELATIVE IMPORTANCE, WITH CORRESPONDING SUB-FACET RATINGS OF THE NATURE OF ADMINISTRATIVE ACTION

Task Category	Response Facet				
	Task No.	Time	Responsibility	Importance	Nature of Admin. Action
Students	#7	*			Decision Maker- Decision Maker
Curriculum and Special Services	#16		*		Implementor- Implementor
Budgets, Collection of Fees	#56		*		Delegator- Suggestor

TABLE XLII

TASKS WHICH SHOWED PERCEIVED-OPERATIONAL DISPARITY OF TWO OR MORE
POINTS ON THE FACETS OF TIME CONSUMPTION, DEGREE OF RESPONSIBILITY,
AND RELATIVE IMPORTANCE, WITH CORRESPONDING SUB-FACET RATINGS
OF THE NATURE OF ADMINISTRATIVE ACTION

Task Category	Response Facet				
	Task No.	Time	Responsibility	Importance	Nature of Admin. Action
Students	#3	*		*	Decision Maker- Decision Maker
	#6			*	Implementor- Decision Maker
	#9	*		*	Implementor- Implementor
Curriculum and Special Services	#16		*	*	Implementor- Implementor
	#18	*	*	*	Decision Maker- Suggestor
Teachers	#39	*	*	*	Decision Maker- Implementor
	#41	*			Decision Maker- Implementor
General Management	#54	*		*	Implementor- Implementor

comparisons of three or more assistant principals. The table shows the facet on which the disparity was in evidence and identifies the sub-facet to which each task was assigned, first for the perceived role and then for the operational role.

Worthy of special attention are task 18 (development of the school's educational philosophy) and task number 39 (assisting and aiding improvement of teaching), as both these tasks showed disparity rating on all three facets of investigation. Task number 18 was perceived to be dealt with as a decision maker, but was operationally dealt with as a suggestor. The results would suggest that factors exist, either within the role incumbent or in the role situation, that prevent the operational role from being consistent with the perceived role.

In the case of task number 18, one possible reason for the perceived-operational disparity could be the variance of the role prescriptions, for, as previous discussion revealed, this task also showed highest variance of role prescriptions on all three facets. Of particular significance was the fact that incongruence of the operational role with role perceptions was evidenced within the task categories most central to the classroom. Further, as reported in chapter seven, the direction of incongruence (when compared with perceptions) showed assistant principals were operationally higher in tasks related to students and operationally lower in tasks related to teachers and curriculum and special services.

The study found, therefore, that the assistant principals were too involved with students and, conversely, held too little

responsibility for, spent too little time, and placed too little importance on tasks related to teachers and curriculum. Further, when the perceived and operational roles were compared, the nature of their administrative action showed disparity of the same nature.

Although many other role problem areas have been reported in chapters four through seven, some of the above conclusions have been drawn and presented in this chapter because of their apparent general application. The methodology of the research intends, nevertheless, that similar conclusions may be drawn for individual role incumbents.

III. IMPLICATIONS ARISING FROM THE STUDY

Implications arising from the study can be considered to fall within three categories: (a) the particular case under study (b) (assuming some generalizability to other settings) prior studies and the need for certain in-service training, (c) the nature and improvement of the methodology of the research.

For The Setting Under Study

For superordinates. Attention by superordinates in the system under study should be directed toward:

1. The correspondence of role definitions with administrative policies and regulations.
2. Communications with role prescribers in order to reduce and eventually eliminate differential role prescriptions.
3. Seminars with role incumbents, in order to improve role perceptions.

For role incumbents. Having achieved an objective identification of the role expectations of official role prescribers and of reference groups, along with a parallel identification of their own perceived role, assistant principals should examine differentials and identify causes for these differentials.

For both superordinates and incumbents. Once the practical aspects of the assistant principals' role prescriptions have been validated or clarified by scrutiny, in terms of administration policies and regulations, both superordinates and incumbents should work together to identify situational factors which could be responsible for perceived-operational discrepancies. If, however, situational factors are such that they cannot or should not be altered, a redefinition of role prescriptions should lead to a more clearly defined role and, hence, a better administrative organization.

For Assistant Principalships Generally

A perusal of the findings clearly indicates that assistant principals within a large composite high school have left far behind them the roles of clerical assistant and supervisor of extracurricular activities, thus bearing out Gilbert's (1957) observation that from the assistant principal concerned with discipline and clerical duties is evolving the assistant principal concerned with organization, administration, and supervision. The design of the study did not include the provision of information that would permit comment on the purpose of the assistant principalship in terms of whether or not it provides adequate in-service training for the principalship. A consideration of

the task areas in which the assistant principals held a large degree of responsibility indicates that the assistant principalship is functioning with more effective administration as its primary goal.

In-service education. Further study of situational factors is required in order to fully determine the nature of in-service education needed. However, task areas related to students, teachers, and curriculum and special services are clearly indicated as areas where pre-service training should be encouraged, as these are the areas in which the assistant principal is most actively involved.

Given the assumption that at least some of the perceived-operational differentials may be attributable to lack of adequate preparation, in-service programs would center on the areas of differential between these two role systems..

Nature And Improvement Of Methodology

The significant elements of the methodology used in the research included:

1. The use of Q-sort methodology to obtain data concerning aspects of administrative roles.
2. The research into, and the description and comparison of three role systems--the prescribed role, the perceived role, and the operational role.
3. The use of four facets of investigation--the time consumption, degree of responsibility, relative importance, and the nature of administrative action.

Following are a number of comments, some already evident from the research report and others only inferences, concerning each of the significant elements of the methodology used in the research.

The Q-sort. Since much of the information sought in a role study considers the relationship of various items to each other, the Q-sort method makes it possible for the respondent to make these comparisons while responding. In making these comparisons, equal consideration of the administrative items in the questionnaire across the total number of items presented is ensured. Some respondents complained of the "forced sort" nature of the response. The researcher believed, however, that the benefits gained by the finer discriminations demanded by the forced sort outweighed the possibility of some items being rated higher or lower than the extremes of the forced distribution would permit.

Three role systems. Finer definition of the prescribed, perceived, and operational roles holds the key to delimiting and rectifying many administrative inefficiencies. More specific outcomes of role studies which are divided into these three role systems would include: (a) elucidation of role expectations, leading to the identification of conflicting role prescriptions, (b) identification of areas of role conflict, and (c) the identification of inadequately enacted roles, which could lead to the discovery of situational factors prohibiting proper enactment. However, theoretical problems still exist, and include the following:

1. Role prescribers in this study included two central office line administrators, the principal, and three randomly

selected teachers. In view of the role prescriptions actually impinging on the incumbent, are other sources of prescriptions significant, or is the relationship of three line administrators to three informal role prescribers realistic?

2. How can we determine what portion of the prescribed-perceived differential is due to faulty perception and what portion is attributable to the expectations of the role incumbent?

Facets of investigation. While clear theoretical differences exist in the delimitation of the facets of time consumption, degree of responsibility, and relative importance, consideration of the relatively high correspondence of the responses to these three facets seems to indicate that:

- (a) either the respondents found practical delimitation difficult, or
- (b) the instructions outlining the frames of reference were not sufficiently clear.

Respondents who were superordinates of the assistant principals showed evidence of the least correspondence of facets of all those responding, thus suggesting that only those with greater administrative experience grasped the distinctions of the three facets. However, superordinate role prescriptions also showed the least consensus of opinions, thereby suggesting the possibility of role conflict due to incompatible role expectations.

IV. RECOMMENDATIONS FOR FURTHER STUDY

Indications for further study arising from the research are along the following lines:

1. A replication of the research in other similar settings to establish:
 - (a) correspondence of facets in other settings, and
 - (b) the difference in role descriptions (expectations, perceptions, enactments) which may be attributable to the basis for grouping of responsibilities, (i.e. the academic-vocational-general grouping of this study compared with, for example, the school-within-a-school basis for grouping responsibilities.)
2. The inclusion of other situational descriptive techniques, such as the LBDQ and the OCDQ.
3. The investigation of other administrative roles, using the three role systems described in this research.
4. The combination of an intense subjective analysis of a case and a similar approach to that used in this research, in order to establish a comparison of the techniques and the value and efficiency of each.

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APPENDICES

APPENDIX A

THE COMPOSITE SCHOOL ADMINISTRATIVE TASKS (CSAT)
Q-SORT INSTRUMENT

Edmonton Public School Board

10010-107A Avenue
EDMONTON, ALBERTA

June 27, 1968


Mr. David Collett
12503 - 40 Avenue
Edmonton, Alberta.

Dear Sir:

This is to indicate that I have been involved in the development of the list of administrative tasks to be used in the Masters Thesis Study entitled, ' An Analysis of the Role of Assistant Principal in a Large Composite High School'.

In my opinion this is a valid and representative list of administrative tasks of a large composite high School.

Yours truly,


L. J. D. Garrett
A/ Supervisor of Senior High Schools

LJDG/ma.

Edmonton Public School Board

HARRY AINLAY COMPOSITE HIGH SCHOOL

W. O. MCLEAN, M.A.
PRINCIPAL

11110 - 43 AVENUE,
EDMONTON, ALBERTA
TELEPHONE 434-8451

May 27, 1968

TO WHOM IT MAY CONCERN:

Re: Q-sort items to be used in "An Analysis of the
Role of the Assistant Principal In a Large
Composite High School"

I have been involved in the development of this instrument and in the scrutiny of the final set of items. In my opinion these are a valid and representative list of administrative tasks in the large Composite High School.

Yours truly,



W. O. McLean
Principal

/rd

HARRY AINLAY COMPOSITE HIGH SCHOOL

M E M O R A N D U M

June 28th, 1968.

TO: D. J. Collett.

FROM: Geo. Sutherland.

SUBJECT: Role Analysis of an Assistant Principal.

1. This is to state that I was involved in developing and evaluating items proposed by Mr. Collett for his Masters thesis study.

2. This is to state that the final list of items are, in my professional opinion, a fair and valid statement of administrative tasks in a large Composite High School.

<p>Task #1</p> <p>10</p> <p>Registration, Enrollment, Orientation of Students</p>	<p>Task #10</p> <p>20</p> <p>Relations Between the High School and Institutions of Further Education or Training</p>	<p>Task #19</p> <p>35</p> <p>Library Services (excluding audio-visual aids)</p>
<p>Task #2</p> <p>11</p> <p>Student Aid, Welfare, Vocational Placement</p>	<p>Task #11</p> <p>21</p> <p>Home & School Functions and/or Parent—Teacher Relations</p>	<p>Task #20</p> <p>36</p> <p>Research and Supervision of Experimental Instructional Methods</p>
<p>Task #3</p> <p>12</p> <p>Program Changes or Student Transfers</p>	<p>Task #12</p> <p>22</p> <p>School Publicity (Relations to press, radio, TV, advertising for school functions)</p>	<p>Task #21</p> <p>40</p> <p>Awards, Commencement Exercises</p>
<p>Task #4</p> <p>13</p> <p>Student Requested Interviews, Re: Counseling, Complaints etc.</p>	<p>Task #13</p> <p>23</p> <p>Open House, Interview or Tour Visitors</p>	<p>Task #22</p> <p>41</p> <p>Inter-Scholastic and/or Intra-Mural Activities or Contests</p>
<p>Task #5</p> <p>14</p> <p>Preparation of Student Handbook</p>	<p>Task #14</p> <p>30</p> <p>Liaison and Articulation with Elementary and Junior High Schools</p>	<p>Task #23</p> <p>42</p> <p>Student Clubs and/or Student Publications (including related boards)</p>
<p>Task #6</p> <p>15</p> <p>Assignment of Students to Classes, Student Timetables</p>	<p>Task #15</p> <p>31</p> <p>Educational Conferences of the School, the System, or the Department of Education</p>	<p>Task #24</p> <p>43</p> <p>Student Council and/or Student Assemblies</p>
<p>Task #7</p> <p>16</p> <p>Study and Report: Pupil Achievement, Progress, Needs</p>	<p>Task #16</p> <p>32</p> <p>Coordinating, Reporting and Analysis of Curriculum Development within the School, the system and with the Dept. of Education</p>	<p>Task #25</p> <p>44</p> <p>Student Social Activities</p>
<p>Task #8</p> <p>17</p> <p>Supervision and Control of Students While on School Premises</p>	<p>Task #17</p> <p>33</p> <p>Instructional Materials and Equipment</p>	<p>Task #26</p> <p>50</p> <p>Student Records: Attendance, Conduct, Educational</p>
<p>Task #9</p> <p>18</p> <p>Interviews (student and/or parents) Re: Conduct or Absenteeism</p>	<p>Task #18</p> <p>34</p> <p>Development of the School's Educational Philosophy</p>	<p>Task #27</p> <p>51</p> <p>Interviewing, Hiring, Evaluation of Non-Teaching Personnel</p>

<p>Task #28 52</p> <p>Organization, Supervision of Office Staff</p>	<p>Task #37 65</p> <p>Teacher Substitution</p>	<p>Task #46 74</p> <p>Plant Protection and Property Damage</p>
<p>Task #29 53</p> <p>School Correspondence and Literature</p>	<p>Task #38 66</p> <p>Duty Assignments to Teachers (teacher schedules)</p>	<p>Task #47 80</p> <p>Justification, Requisition, Selection of Supplies and Equipment</p>
<p>Task #30 54</p> <p>Student Photos, I-D Cards, Locks and Locker Management</p>	<p>Task #39 67</p> <p>Assist and Aid Toward Improvement of Teaching (Including In-Service Education Programs and Workshops)</p>	<p>Task #48 81</p> <p>School Health Services, Student Accident Insurance, and Reporting Accidents</p>
<p>Task #31 55</p> <p>Supplies and Equipment Accounting</p>	<p>Task #40 68</p> <p>Orientation and Assistance to New Teachers</p>	<p>Task #49 82</p> <p>School Safety Program (fire drills)</p>
<p>Task #32 60</p> <p>Intern and/or Practice Teachers</p>	<p>Task #41 69</p> <p>Supervision and Evaluation of Classroom Instruction</p>	<p>Task #50 83</p> <p>Co-ordination of Department Heads</p>
<p>Task #33 61</p> <p>Teacher — Pupil, or Teacher — Teacher Relations</p>	<p>Task #42 70</p> <p>Accountability or Administration Regarding Use of School Facilities for Night School or Summer School</p>	<p>Task #51 84</p> <p>Master Calendar or Schedule</p>
<p>Task #34 62</p> <p>Plan and/or Conduct General Faculty Meetings</p>	<p>Task #43 71</p> <p>Allocation of School Facilities for Extra-curricular Activities or Non-School Use</p>	<p>Task #52 85</p> <p>Casual and Informal Meetings with Non-School Educators</p>
<p>Task #35 63</p> <p>Staff Analysis, Status Reports, Selection of Teachers</p>	<p>Task #44 72</p> <p>Repairs and/or Renovations to Buildings or Equipment</p>	<p>Task #53 86</p> <p>School Board and Provincial Reports (including Student Registration and Mark Reports)</p>
<p>Task #36 64</p> <p>Faculty Handbook and/or Administrative Bulletins</p>	<p>Task #45 73</p> <p>Supervision of Custodial Forces</p>	<p>Task #54 87</p> <p>Detention Supervision</p>

TASK CATEGORIES

Task #55

88

Transportation (School Busses and Parking)

Task #56

89

Budgets, Collection of Fees and Accounting

Task #57

90

Administration Development Conferences
(Development, Evaluation, Interpretation of
Policies)

Task #58

91

Projection of Enrollments

Task #59

92

Management and Operation of the Cafeteria

Task #60

93

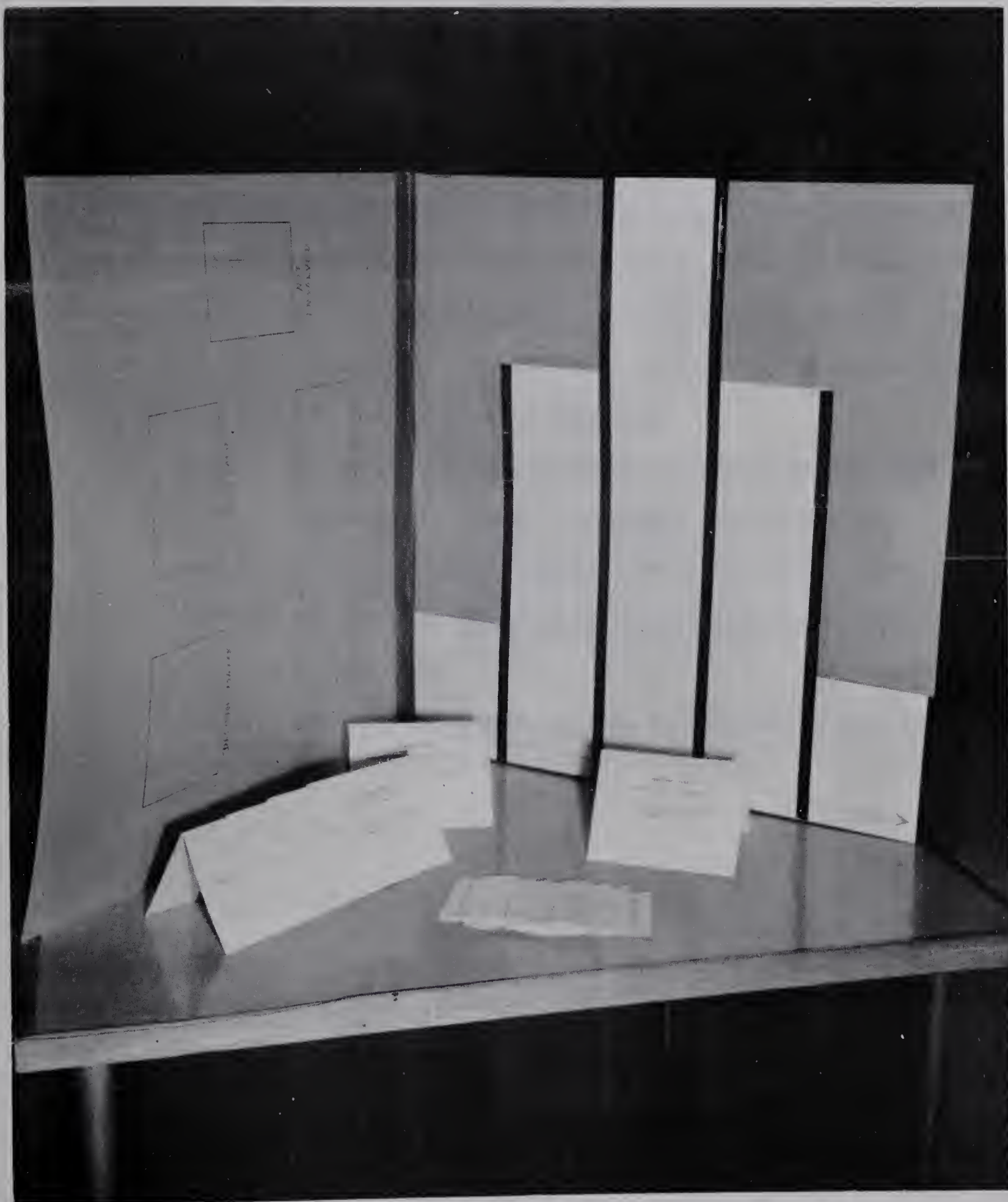
Supervision of Customer Service

Task #61

94

Schedule Classes and Facilities

1. Tasks related to students: Tasks #1-9.
2. Tasks related to community relations:
Tasks #10-13.
3. Tasks related to curriculum and special
services: Tasks #14-20.
4. Tasks related to extracurricular
activities: Tasks #21-25.
5. Tasks related to office and clerical
functions: Tasks #26-31.
6. Tasks related to teachers: Tasks #32-41.
7. Tasks related to school plant:
Tasks #42-46.
8. Tasks related to general management:
Tasks #47-61.



THE CSAT Q-SORT

INSTRUCTIONS

PRESCRIBED ROLE

In your position as _____, consider the administrative tasks identified on the cards, sorting them in the spaces provided so as to describe the tasks with which you think an assistant principal of a large composite high school should be involved, and to describe the nature of this involvement. You are asked to consider the tasks keeping in mind the following frames of reference:

- Sort 1: nature of the administrative action in dealing with
the tasks (identify the primary type of action)
- Sort 2: the relative importance to be placed on the tasks
- Sort 3: the relative degree of responsibility to be held
in the tasks
- Sort 4: the relative amount of time to be spent on each task

INSTRUCTIONS

PERCEIVED ROLE

(Understanding of what you should be doing)

In your position as an assistant principal consider the administrative tasks identified on the cards, sorting them into the spaces provided so as to describe your understanding of what you should be doing, and to describe ideally the nature of your involvement with these tasks. You are asked to consider the tasks keeping in mind the following frames of reference:

Sort 1: nature of the administrative action in dealing with the tasks (identify the primary type of action)

Sort 2: the relative importance to be placed on the tasks

Sort 3: the relative degree of responsibility to be held in the tasks

Sort 4: the relative amount of time to be spent on each task

INSTRUCTIONS

OPERATIONAL ROLE

In your position as an assistant principal, consider the administrative tasks identified on the cards, sorting them into the spaces provided so as to describe your understanding of what you do and the nature of your involvement with these tasks.

You are asked to consider the tasks, keeping in mind the following frames of reference:

Sort 1: nature of the administrative action in dealing with the tasks (identify the primary type of action)

Sort 2: the relative importance placed on each task

Sort 3: the relative degree of responsibility held in each task

Sort 4: the relative amount of time spent on each task

APPENDIX B

INTER-DEPARTMENTAL CORRELATIONS FOR EACH
OF THE THREE ROLE SYSTEMS

PREScribed ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF TIME CONSUMPTION

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.809	.841	.793	.857	.841
Dept. 2		1.000	.904	.841	.825	.793
Dept. 3			1.000	.888	.793	.793
Dept. 4				1.000	.809	.762
Dept. 5					1.000	.809
Dept. 6						1.000

PREScribed ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF DEGREE OF RESPONSIBILITY

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.746	.793	.762	.793	.777
Dept. 2		1.000	.777	.777	.777	.762
Dept. 3			1.000	.825	.841	.762
Dept. 4				1.000	.825	.746
Dept. 5					1.000	.825
Dept. 6						1.000

PRESCRIBED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF IMPORTANCE OF TASKS

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.888	.888	.920	.904	.841
Dept. 2		1.000	.857	.920	.873	.762
Dept. 3			1.00	.857	.888	.857
Dept. 4				1.000	.888	.809
Dept. 5					1.000	.809
Dept. 6						1.000

PRESCRIBED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(NOT INVOLVED SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.582	.676	.559	.582	.701
Dept. 2		1.000	.495	.582	.555	.408
Dept. 3			1.000	.676	.692	.836
Dept. 4				1.000	.408	.559
Dept. 5					1.000	.756
Dept. 6						1.000

PRESCRIBED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(DELEGATOR SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.207	.162	.135	.245	.060
Dept. 2		1.000	.249	.315	.480	.226
Dept. 3			1.000	.312	.138	.816
Dept. 4				1.000	.514	.234
Dept. 5					1.000	.209
Dept. 6						1.000

PRESCRIBED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(SUGGESTOR SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.620	.466	.360	.438	.515
Dept. 2		1.000	.595	.492	.438	.676
Dept. 3			1.000	.376	.209	.587
Dept. 4				1.000	.492	.384
Dept. 5					1.000	.195
Dept. 6						1.000

PRESCRIBED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(DECISION MAKER SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.519	.347	.447	.447	.393
Dept. 2		1.000	.315	.397	.872	.570
Dept. 3			1.000	.816	.447	.732
Dept. 4				1.000	.555	.890
Dept. 5					1.000	.692
Dept. 6						1.000

PRESCRIBED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(IMPLEMENTOR SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.297	.546	.405	.374	.437
Dept. 2		1.000	.464	.632	.589	.665
Dept. 3			1.000	.602	.563	.493
Dept. 4				1.000	.539	.574
Dept. 5					1.000	.446
Dept. 6						1.000

PERCEIVED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF TIME CONSUMPTION

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.508	.333	.460	.509	.666
Dept. 2		1.000	.381	.508	.591	.555
Dept. 3			1.000	.412	.394	.539
Dept. 4				1.000	.624	.571
Dept. 5					1.000	.558
Dept. 6						1.000

PERCEIVED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF DEGREE OF RESPONSIBILITY

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.555	.397	.539	.650	.619
Dept. 2		1.000	.539	.555	.460	.587
Dept. 3			1.000	.635	.380	.587
Dept. 4				1.000	.619	.746
Dept. 5					1.000	.603
Dept. 6						1.000

PERCEIVED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF IMPORTANCE OF TASKS

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.539	.635	.603	.650	.587
Dept. 2		1.000	.508	.428	.539	.428
Dept. 3			1.000	.650	.682	.539
Dept. 4				1.000	.603	.508
Dept. 5					1.000	.523
Dept. 6						1.000

PERCEIVED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(NOT INVOLVED SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.689	-0.016	.000	.244	.327
Dept. 2		1.000	-0.023	.000	.348	.198
Dept. 3			1.000	.000	.244	.327
Dept. 4				1.000	.000	.000
Dept. 5					1.000	.151
Dept. 6						1.000

PERCEIVED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(DELEGATOR SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.252	.133	.534	-0.073	-0.128
Dept. 2		1.000	.232	.271	.118	.165
Dept. 3			1.000	.299	-0.251	.161
Dept. 4				1.000	.025	-0.032
Dept. 5					1.000	.256
Dept. 6						1.000

PERCEIVED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(SUGGESTOR SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.047	.035	.259	.047	.002
Dept. 2		1.000	.088	.163	.111	.418
Dept. 3			1.000	-0.202	-0.123	.005
Dept. 4				1.000	.163	.083
Dept. 5					1.000	-0.166
Dept. 6						1.000

PERCEIVED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(DECISION MAKER SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.204	.285	.179	.194	.234
Dept. 2		1.000	.167	.159	.026	.242
Dept. 3			1.000	.330	.255	.242
Dept. 4				1.000	.182	.126
Dept. 5					1.000	.120
Dept. 6						1.000

PERCEIVED ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(IMPLEMENTOR SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.000	.000	.000	.000	.000
Dept. 2		1.000	.141	.166	.358	.217
Dept. 3			1.000	-0.088	.287	.332
Dept. 4				1.000	-0.022	-0.058
Dept. 5					1.000	.257
Dept. 6						1.000

OPERATIONAL ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF TIME CONSUMPTION

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.666	.746	.714	.603	.698
Dept. 2		1.000	.698	.634	.650	.761
Dept. 3			1.000	.729	.587	.698
Dept. 4				1.000	.666	.714
Dept. 5					1.000	.666
Dept. 6						1.000

OPERATIONAL ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF DEGREE OF RESPONSIBILITY

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.650	.698	.650	.492	.729
Dept. 2		1.000	.729	.682	.587	.634
Dept. 3			1.000	.698	.587	.729
Dept. 4				1.000	.650	.650
Dept. 5					1.000	.492
Dept. 6						1.000

OPERATIONAL ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF IMPORTANCE OF TASKS

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.682	.729	.698	.603	.682
Dept. 2		1.000	.729	.698	.603	.539
Dept. 3			1.000	.746	.603	.650
Dept. 4				1.000	.603	.751
Dept. 5					1.000	.587
Dept. 6						1.000

OPERATIONAL ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(NOT INVOLVED SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.421	.483	.595	.461	.463
Dept. 2		1.000	.359	.579	.539	.441
Dept. 3			1.000	.270	.520	.330
Dept. 4				1.000	.616	.469
Dept. 5					1.000	.495
Dept. 6						1.000

OPERATIONAL ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(DELEGATOR SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	-.042	-.189	-.007	.333	-.053
Dept. 2		1.000	.102	.317	.134	-.053
Dept. 3			1.000	.278	.007	-.089
Dept. 4				1.000	.073	-.069
Dept. 5					1.000	-.082
Dept. 6						1.000

OPERATIONAL ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(SUGGESTOR SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.028	.209	.121	.342	.151
Dept. 2		1.000	.232	.232	.092	.169
Dept. 3			1.000	.022	-.009	-.102
Dept. 4				1.000	.134	.009
Dept. 5					1.000	.209
Dept. 6						1.000

OPERATIONAL ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(DECISION MAKER SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.321	.492	.360	.399	.477
Dept. 2		1.000	.385	.268	.294	.218
Dept. 3			1.000	.031	.423	.621
Dept. 4				1.000	.138	.153
Dept. 5					1.000	.538
Dept. 6						1.000

OPERATIONAL ROLE INTERCORRELATIONS BETWEEN THE SIX DEPARTMENTS ON RATINGS
OF TASKS WITHIN THE FACET OF NATURE OF ADMINISTRATIVE ACTION
(IMPLEMENTOR SUB-FACET)

	Dept. 1	Dept. 2	Dept. 3	Dept. 4	Dept. 5	Dept. 6
Dept. 1	1.000	.111	.284	.181	.247	.181
Dept. 2		1.000	.372	.274	.160	.087
Dept. 3			1.000	.541	.285	.314
Dept. 4				1.000	.118	.021
Dept. 5					1.000	.266
Dept. 6						1.000

APPENDIX C

A FURTHER EXPOSITORY OF VARIOUS PROCEDURAL AND METHODOLOGICAL DECISIONS

Instrument Development (See page 26)

Clearly the findings of the study depend upon the items of the CSAT Q-Sort being representative of the administrative tasks of a large composite high school, and in addition:

- (a) that the items provide a means of expression for the opinions of the respondents,
- (b) that the items being interpreted as representative of the same general concepts by each respondent.

While the items used within this study were selected and constructed from the results of numerous studies in the area of administration, the final list of items certainly could contain limiting factors as a result of the biases of the researcher and/or the judges selected for the validation of the instrument. It is particularly important to note that all judges were practising administrators, yet the research sought the opinions and perceptions of teachers. Responses therefore were possibly constrained due to the limitations of the items of the instrument used.

Possibly a further study to compare findings, wherein items of the instrument would be scrutinized and validated by teachers instead of administrators, with the findings of the above approach is indicated.

Prescribed Role Descriptions (see pages 32 and 52)

The attention of the reader is drawn to the methodological limitations inherent in the design of the study, particularly in relation to the descriptions of the prescribed role composite score. As indicated within the research report, the superordinates responding in terms of the prescribed role of the assistant principals under study, were instructed to sort the Q-Sort items in terms of assistant principals generally.

Clearly, the overall plan of the study indicated that optimally such responses should have been repeated in terms of each assistant principal. The respondent's time in the latter case would have been prohibitive.

The decision to have the superordinates respond in terms of assistant principals generally resulted in commonalities in the prescribed role descriptions of each assistant principal as reported in the report. Further complications are also evident in the description of the prescribed role composite score. Two choices were open to the researcher in the combination of responses in order to describe the composite score. Firstly, to include the responses of the superordinates for each assistant principal or secondly to include the responses of the superordinates only once along with the responses of the subordinates involved in the role description.

The researcher felt that the first alternative would provide an inordinate emphasis on the responses of only three persons. The second alternative was therefore chosen, however in this case it is necessary to point out that the prescribed role composite score as presented is a result of the combination of the responses of three superordinates and eighteen teachers and therefore displays a heavy weighting toward the responses of teachers. Superordinate responses describing the prescribed role of each assistant principal separately would have overcome this difficulty.

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